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OCTOBER

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TRAVEL SECTION

Witchcraft at Santa Maria

HENRY LEPIDUS, *International House
University of California, Berkeley*

TO the Indians who live over the country-side about the live volcano of Santa Maria, in western Guatemala, the activities of the flaming, smoking mountain are a manifestation of divine wrath.

Perhaps that is why they have come to the conclusion (not unnatural for simple minds that can find no other explanation for such a display of natural fireworks) that a god dwells in the top of the seething crater.

At any rate, they have not overlooked the necessity of paying due homage to this fearsome deity. At night, were an outsider to penetrate their lonely caves in the forest, he would witness weird ceremonies by firelight, where animals were offered in sacrifice by the "brujos" or witches, in the vicinity of crudely-made wooden crosses.

The Indians who inhabit this western part of Guatemala are a primitive, untutored people. Education, imposed on them by the descendants of the European invaders, has failed to overcome their ancient psychology and traditions. Though nominally converted to the invader's faith, they have remained, in a religious sense, basically what they were before the first Spaniard came to Guatemala. They have retained their witches, whom they fear or admire, more than they fear or admire anything that the foreigner has brought to them.

Until 1902 nobody in the countryside (including the Germans and other foreigners on the great coffee plantations) seemed to have regarded Santa Maria as anything but a great, black, shaggy mountain, forming part of the formidable range that overlooks their properties. But in 1902 it burst into eruption through a crater in one side, throwing ashes not only on ships in the Pacific, but as far as the Gulf of Mexico, off the coast of Tabasco, some hundreds of miles away.

For three days and three nights the volcano poured forth lava and thunder, and then subsided. It was inactive for a long time, until in June, 1923, it again commenced to throw sand, rocks and ashes. In time a cone-shaped hill was built up over the hole that had been the old crater in the mountain-side. This hill, which came to be known as Santiago—though the Indians still call it Jesusito (Little Jesus)—

erupted on the night of November 3, 1929, causing deaths estimated as high as 1100.

In this connection, however, it might be remarked that it was difficult to determine the exact number of deaths, due to the fact that many of the Indians were bound by debts to plantations, having received advances on wages.

Some no doubt migrated to places where they were not known, and began life under assumed names.

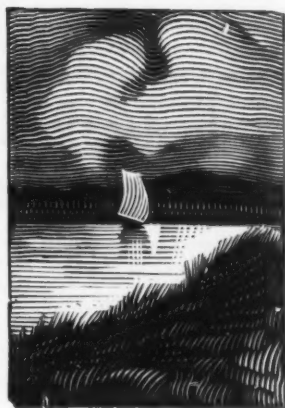
IT was the belief of the Indians that Little Jesus had erupted on the night of November 3, 1929, to show his mother, Santa Maria, what he could do. The nature of the ceremonies in the caves near the volcano, if anything, must have been intensified to appease the wrath of the angry god whom they think dwells in the top of the smoking crater.

Before the Spanish conquest, these Indians had kingdoms of their own. They still retain their native dialects, of which the chief ones are Quiche, Cacchiquel, Mam, and "del Norte."

Christianization has failed to do away with many of their ancient customs, such as pertain to witchcraft. In this respect they have adapted their traditional practices to the religion that the Spaniards gave them. They use wooden crosses in their ceremonies, where they burn copal incense, made from the gum of the pine tree. Witches may be of either sex, the chief requirement being that a prospective candidate for the office be born on May 3, the Day of the Cross.

Witches are of two categories, "good" and "bad." Both are equally respected, in spite of all that foreigners on the coffee plantations may say to counteract their influence. The "good" witches serve to counteract the work of the bad ones. If an Indian has been accursed by one of the latter ilk, he may visit a good witch, and for a fat fee have himself "unwitched," so that the spell cast against him will not take effect.

The good witches also have a knowledge of medicinal herbs. Foreigners living on the coffee farms tell of difficult cures, as of tropical ulcers, effected by them in cases where modern medical science had been of little avail.



In the nefarious ceremonies where spells are cast, copal incense is burned. Pins are stuck into dolls or images, some of the crudest imaginable sort, to point out the place where the accursed person is to suffer a severe pain. If a pin is stuck into the stomach, the person bewitched will suffer a stomach ache, they believe; if the image gets a pin-trust in the leg, the person is to become lame.

Some of the "bad" witches are reputed to have knowledge of the use of slow poisons. It may be that the knowledge of this proficiency has aided in making their spell-casting particularly feared.

The witches like to hold their observances under cover of night. Often, if indications are that they will be free from spying eyes, they abandon the caves near the volcano, and do the duties of their office in deep ravines in the jungle, preferably at the base of "ceibas," or silk-cotton trees.

In the vicinity grow many of these trees, which attain a height of 60 feet or more and a diameter of 12 feet at the base. To the Indians this tree is sacred. At the foot of the silk-cotton trees—the thicker the base the better—they like to hold nocturnal ceremonies by the light of candles and pinewood torches, always ready to flee at the approach of a stranger.

Coffee planters who have lived in the vicinity for many years say they have chanced to pass at night near places where such ceremonies were being held in the woods, and that the lights were put out at once, and both the witches and fellow-observers took to their heels.

THE witches are not entirely shy, harmless persons. On the contrary, on more than one occasion, outsiders who visited their caves in a "sacrilegious" manner have been killed. In 1927 a party of excursionists, armed with rifles, and accompanied by Indians and dogs, came on a cave they took to be a rendezvous of witches, because of the wooden crosses and signs of animals having been sacrificed.

Some male witches who saw them enter resented the intrusion, and regarding their jests as sacrilege, planned revenge. That night, as the excursionists and their guides were asleep, near a fire in the cave, the witches fell upon them with the long knives known as "machetes," killing tourists, Indians and dogs indiscriminately. The only person who escaped was an Indian guide, who feigned death, and who later reported the matter to the authorities.

Nine years previously, two young Germans who visited the volcano decided to sleep that

night in a ravine nearby, and their bodies, hacked by machetes, were found by friends, who initiated a search when the pair failed to return on the following day. The double murder was attributed to witches, but the perpetrators of the deed never were found.

* * *

Adventures in Switzerland

ROSE KIETZMAN, *First Grade Teacher*
El Rodeo School, Beverly Hills

Through the courtesy of E. J. Hummel, Beverly Hills district superintendent of schools, we publish portion of a letter written by a Beverly Hills teacher, while on leave-of-absence in Europe.

NOW for a bit of beautiful Switzerland. It was a wonderful sensation to arrive at some beautiful spot, which you thought was the most beautiful on earth, only to find the next spot was still more beautiful.

The train found its way through many marvelous cuts in the mountains. Sometimes we would be very high and could see the railway

below and it all looked like a miniature railway and tunnels. Then again we would be down in a valley and could look up at the high peaks with gorgeous waterfalls over the cliffs.



Quaint little villages seemed to be enclosed by mountains, with the tiny peasant huts on the hillsides. It was one continual Royal Gorge.

We had been in the German part of Switzerland and now entered the southern part, which had the Italian atmosphere. We came to the Italian lake district, where lovely Lucern was built around one end of the Lake of the Four Cantons with the high Alps behind it.

We followed along the blue lake through more tunnels and country. Soon we came to beautiful Lake Lugano and the city of Lugano known as Switzerland's southernmost jewel. Before I had time to look about we were in a motor-car and on our way up the hill to Villa Ben Trovato.

I was met at the door by a smiling young Italian servant. In a moment Minna came down the stairs all smiles. She still had her blonde hair done in becoming fashion, the pretty teeth and same smile.

After being shown to my room by the cheerful little Emmie, who kept calling me by name and talking German to me, we had luncheon. I was to rest that afternoon but our conversation never ended. Soon we were having tea and then dinner, after which I immediately retired.

The Cook and the American!

The cook seldom went up-stairs but that evening she had some cause for coming up when all the time she only wanted to see the American who had arrived!

The funniest thing of all was that evening when Emmie came to my room and I tried to talk German with her. I was lost for words and so used my head, feet and hands in trying to tell her what I wanted.

I was greeted the next morning with "guten morgen" and all day heard conversations in French, German, Italian and English. My sister spoke them all. I felt very much ashamed for knowing only one language so I got busy with Bacon's German grammar.

NOW came the fun of unpacking my trunk and the packages. It was like Christmas! There were many surprises and Minna and Beady were as thrilled as children. When we came to my music Minna asked for a concert that evening. How I enjoyed playing on the lovely Bach piano!

That same evening we enjoyed the radio concert from Milan, Berlin, Genoa, etc. The singing was by artists and the instrumental music was perfect.

After breakfast Beady and I hiked down to a little village below. Children were playing Swiss Alp climbers on the hills.

We followed a narrow path through a beautiful wooded district to the lake where I saw many peasant women on their knees washing clothes in the lake.

There were many interesting tea places in Lugano. Hugennine's, where we went one aft-

ernoon, was the most popular. The food was excellent, the music was good and interesting people came in.

Four good-looking military officers came in that afternoon; among them were two of Beady's distant relatives. They came over and sat with us for awhile and talked French at a terrific speed.

The house in which we lived while in Lugano belonged to a Baron and Baroness. It was in an ideal spot on the hillside overlooking the lake, with a lovely garden of flowers, shrubbery and tall trees which made me think of a small woods.

The tiny yellow primroses, little daisies, blue violets and white Christmas roses were in bloom. Rocks were covered with green moss. English ivy climbed everywhere over the walls and up the tall pine and chestnut trees.

The panoramic view which we enjoyed was extraordinary grand. The lake was walled in by mountains. The temperature on the opposite sides was very different.

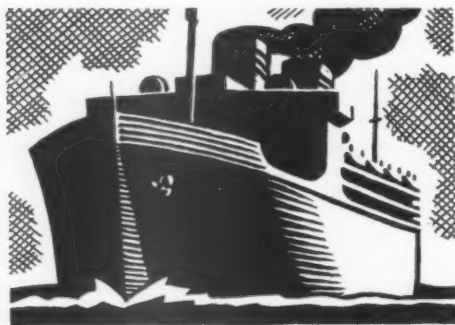
Almost every day Minna or Beady called my attention to a beautiful sunset between the high peaks, a perfect moon overlooking the cliffs, snow almost down to the lake on another mountain, or to the lighted city of Lugano with its rows of lights along the promenade and rows of lights up the funiculars to the tip-top of the mountains. Some evenings we could see the reflection of the entire city in the lake.

IN the neighborhood lived a Prince, a nephew of the Kaiser, who was a brother to the Prince's mother. Poor Prince had a debt of a million francs! In spite of his debts and upkeep of his large estate overlooking the lake, he was traveling about in other countries.

There was a joke about him paying his milk bill with a dress suit. The silly milkman wore the suit to deliver milk. The Prince's mother had come to live with him on account of her husband's death. She had given up her beautiful estate in Lugano. She was in mourning, wore attractive clothes, and always walked to the street-car.

We celebrated Minna's birthday with a dinner, a few gifts and a cake with candles just before making preparations for Christmas. I needed certain things (for making candies) which the cook did not know. So Beady and I went shopping in Conza's grocery, where I saw many good things, even a few California products.

Ursula was to bake her first pumpkin pie! She had baked many Christmas cookies, the





recipes which I tried to copy and found a difficult task as she measured everything in weight by grams.

She also helped me with the candy and thought the fudge had to be baked when she saw it cut in squares. All this time I was trying to talk German, which was a task in itself!

I ENJOYED Christmas. Beady and I decorated a tree. Minna and I arranged the decorations in the house. Lovely holly berry, mistletoe, flowers and pine decorations came from the mountains in Davos.



The Christmas music over the radio was beautiful. "Silent Night" sung by a chorus of men from Genoa was most excellent. Then chimes from the different cathedrals in Zurich, London, Berlin, Milan, Hamburg, Strassburg, Genoa, etc., played in a most effective manner.

All night I heard church bells and chimes from Lugano and again early in the morning.

For the New Year Eve (Sylvester Night) Beady had made reservations at Hugennine's. The elite of Lugano must have been there (by their gorgeous gowns and jewels) like at the opera in Paris. The music was excellent—young and old enjoyed their dance—and the food was luscious.

* * *

George H. Geyer, district superintendent of schools and principal of the high school at Westwood, has sent the 100% enrollment of the faculty of the Westwood High School to headquarters for the 1933 Association year.

The State Association heartily welcomes such information from school officials.

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World Unity Through the Motion-Picture

ANNA VERONA DORRIS, *San Francisco State Teachers College*

TODAY we look upon the motion-picture as one of the outstanding achievements of modern times. It must be reckoned with as one of the greatest educational forces of contemporary life. It is ours to use as we will.

But is it being used to serve mankind in the highest sense? Or have we failed to recognize the true function of this educator, probably the most powerful that the world has ever known?

Never have we needed such a forceful educational tool as now. Our educational campaign must reach out into every school, every theater, every club and church of every land. The great masses of people of all stages of civilization, literate and illiterate, peoples speaking different dialects of the same language—all must be reached.

Since the motion-picture is the only universal language we have, it seems to present the most logical and feasible means on which to concentrate to begin a general program of education for World Peace.

It is not a far-off vision which we hope to perfect at some future time, it is **already here**, reaching out into every nook and corner of the globe, wielding its powerful influence for good or bad.

The masses of the world have gone "movie mad." The habit of seeing and enjoying a motion-picture is already created. Theaters throughout the country are packed day and night with people from every walk of life. Fully 20 million men, women, and children attend the "movie" daily. Hardly a community in any section of the civilized world, however small or remote, does not indulge in this one form of universal entertainment.

These millions of individuals come for relief and rest from other distractions and to be entertained. The adult and child alike attend usually in a passive state of mind, ready and willing to receive any impression which the screen might convey. To the average individual the mere fact of seeing a thing on the screen so realistically portrayed suggests an element of truth and makes a deep impression on the mind.

Yes, this powerful educator rightly used might sway the human thought of the world along any proper channel. But what impressions are these millions now getting? Are the films designed to

entertain and yet uplift humanity? There lies the tragedy.

The custodians of our youth, the defenders of our American democracy, have stood by apparently indifferent both to the evil that is being done by those atrocious "thrillers" and to the unlimited good that this magic educator could do in the world at large if rightly directed.

Billions of dollars are still being spent annually by the different nations of the world in preparation for the next war.

If a small fraction of this money spent for national defense could be set aside for a constructive campaign of education for peace, it might be possible that, in due time, such extensive defensive operations would be unnecessary. **We do not have to defend ourselves against understanding friends.**

Too many of our so-called "entertainment" films are so permeated with erroneous concepts and mediocre standards that they are not only poisoning the minds of our young children but the adult mind as well.

Through the American motion-picture we are forming wrong prejudices throughout the world. Through the entertainment film the masses in Japan, India, Argentina, Australia, or Italy receive the erroneous impression that the American home is one of the idle rich, inartistic with lavish furnishings, and a place where intrigue and scandal are constantly going on.

To the outside world our whole great "West" is a land of desperate cowboys, Indians, and wild mining camps. Our foreign neighbors as a whole have no opportunity to learn the truth about the fine ideals and standards of our great American democratic civilization.

Likewise our American films portray, to us and the rest of the world, erroneous impressions of our foreign neighbors. Mexico is only a land of barbarous bandits. The wonderful native Hawaiian is a ridiculous hula girl. China is a land of the ignorant, superstitious coolies. The gay false night life of the Parisian is presented as typical of France.

Like our travelers and text-books the screen too often has emphasized particularly the evils in life, the peculiarities and differences of peoples, rather than their likenesses and the ideals and

(Turn to Page 32)

SIERRA EDUCATIONAL NEWS

Official Publication of California Teachers Association

155 Sansome Street, San Francisco

WILLARD E. GIVENS.....President

ROY W. CLOUD.....State Executive Secretary

VAUGHAN MACCAUGHEY, Editor

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No. 8

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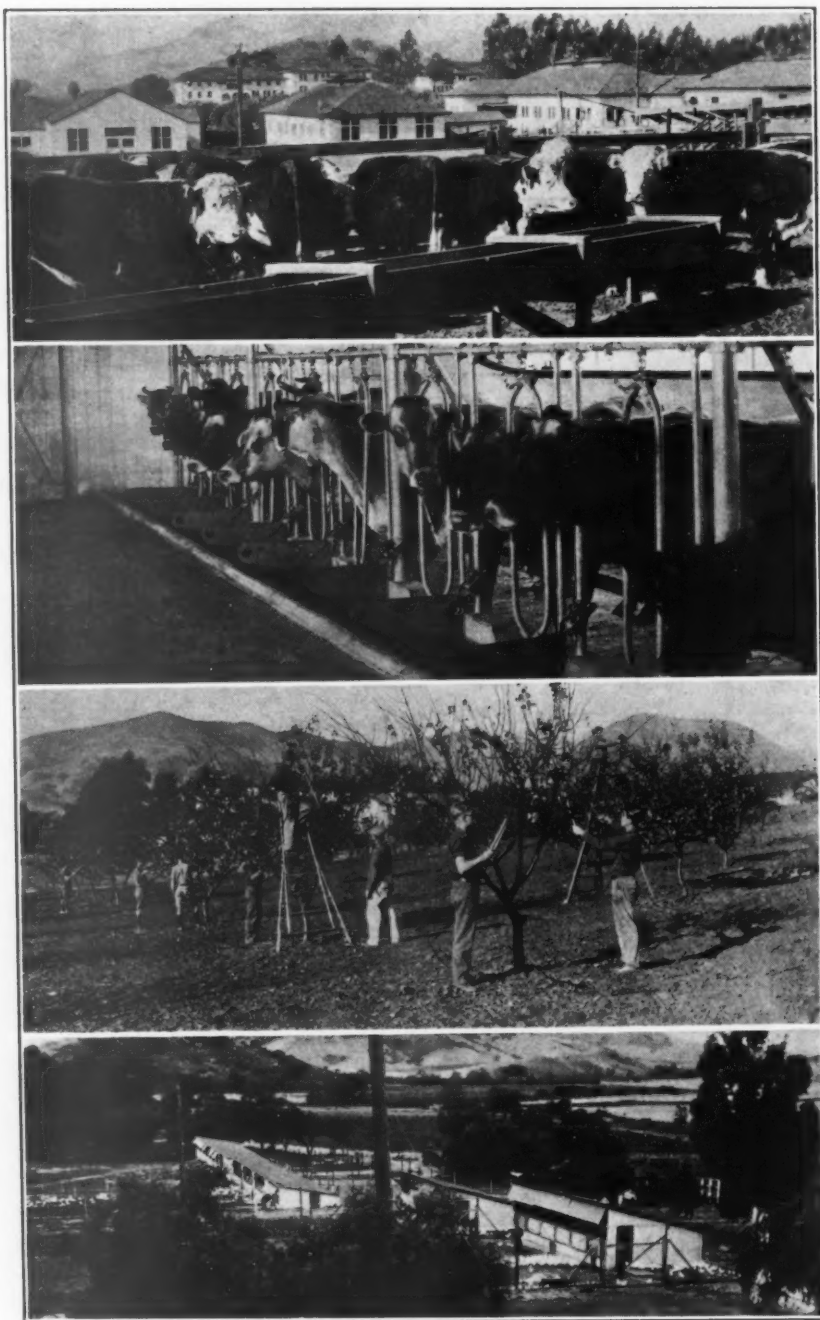
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Sierra Educational News is a member of the Educational Press Association of America

Agricultural Scenes at California Polytechnic



This excellent California state school has an honorable history and a wide field of practical service; see page 11.

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OCTOBER 1932 • VOLUME 28 • NUMBER 8



Our Children's Future

MRS. ROBERT G. SPROUL

EDUCATION has been the great American social experiment, and where the investment has been sufficient the dividends in service, progress, wealth and culture have been generous.

America has achieved her place in the world today not alone by exploiting the fabulous resources of an undeveloped continent, but by keeping open to all, the gates of educational opportunity.

Let us not forget these fundamental facts in the passing hysteria of depression and budget-cutting. We have no right to save at the expense of our children's future.

*President's House
University of California
Berkeley*

* * *

A Call to Action

JOSEPH ROSIER, *President*
National Education Association

THE time has come for the common school as an institution to teach its own history.

Its establishment and growth constitute one of the most significant chapters in the upward struggle of humanity. The purposes of the school are the purposes of civilization itself.

The school as a universal service is young indeed, but its achievements are truly marvelous. The school has gone far, but the distance ahead is yet great.

Those in charge of the schools are the first to proclaim the need for further improvement. The purposes, achievements, and needs of the schools are the theme of American Education Week.

During this week let every community dedi-

cate itself anew to the great task of education by a fitting study of its own schools and of the schools of America.

* * *

You Can Help Number 9

ROY W. CLOUD

Every one who reads this letter is requested to copy and send it to five of his friends or acquaintances.

Mr. John Doe
263 Blank Street
Los Angeles, California
Dear Mr. Doe:

WOULD you like to have taxes reduced on real estate, personal property, farms, ranches and business property?

Amendment Number 9 on the general election ballot in November will transfer county school costs from the county to the state and thus reduce local taxes.

In order that the state may have a new source of revenue to pay the costs, Amendment 9 directs the legislature to levy a personal income tax and a luxury tax to raise the necessary funds.

There is no catch in this proposal. If you favor the reduction of ad valorem taxes and the substitution of new forms of taxes used successfully in other states, vote yes on Amendment Number 9.

Amendment 9 is not a school amendment but it will stabilize good school conditions. If you are a friend of public education, vote for Amendment 9.

If you want to help farmers, ranchers and home owners who are now paying more than their share of ad valorem taxes, vote for Amendment 9. Send a copy of this letter to five of your friends or acquaintances.

Yours very truly, (*You sign here*)

The President's Page

Our Profession

WILLARD E. GIVENS, *President*
California Teachers Association

THE National Education Association was organized in Philadelphia in 1857. The Association was re-organized in 1920 at Salt Lake City under a delegate plan, which gives the teachers of the entire country a voice in shaping its policies.

Until the close of the World War in 1918, active membership in the National Education Association numbered less than 10,000. Today it is well over 200,000.

In 1863, six years after the National Education Association was organized in Philadelphia, John Swett, at that time California's Superintendent of Public Instruction, called a meeting at San Francisco of the teachers of the state and urged the advantages of a "State Educational Society." The Society was organized.

In 1907 articles of incorporation for the California Teachers Association were filed with the Secretary of State at Sacramento.

The California Council of Education held its first meeting at Fresno in 1910. The California Council of Education was replaced in 1911 by the California Teachers Association. The old Council was superseded by the State Council.

Every county, city, and town in California has a local organization which has its history and its achievements.

The members of our profession belonging to our local, state, and national associations and working together in a united profession have accomplished much for the betterment of the instruction and general welfare of the children of the country.

During the past fifteen years our professional organizations have enriched the educational opportunities of the children of our country

by assisting in raising the average requirement for teachers certification from high school graduation to two years of normal school training and by increasing attendance of teachers at summer sessions of colleges and universities from 40,000 to more than 250,000.

FIFTEEN years ago the children of this country were taught by teachers whose services were valued by the public at an average annual salary of \$635. Through the interest and united effort of our professional organizations, that salary has now been raised to approximately \$1300. A united profession working in the interests of children and holding high ideals can reach any reasonable goal.

Every public school teacher in California should belong to his local association, to the California Teachers Association, and to the National Education Association.

The dues in most local associations are not in excess of \$1.00, the dues in the California Teachers Association are \$3.00, and in the National Education Association, \$2.00, making a total cost of dues in local, state, and national professional organizations of not more than \$6.00 per year.

Six dollars per year, when divided among ten teaching months, makes sixty cents per month, which is **two cents per day**. There is not a single teacher in California who cannot afford to give two cents a day during the ten teaching months of the year to his professional organizations, and everyone will be willing to do so if he realizes the fine type of work that the professional organizations are performing for the children of our state and nation.

IN this time of economic stress, let us not postpone or retard the education of our children, nor deny them equal opportunities with children of prosperous years because they happen to be in

(Turn to Page 64)



Willard E. Givens

California Polytechnic School

A Technical Institute for Agriculture and Industry

DR. BEN R. CRANDALL, *President*

NESTLED in one of California's most scenic valleys is located the campus and farm of a very unique educational institution, California Polytechnic School.

Founded in 1903 as the State School for Vocational Training in agriculture, mechanics, and home economics, the details in its organization have been modified from time to time to meet the changing conditions.

Due to the general economic condition and the relative demand for various types of vocational, technical, and semi-professional training, the State Department of Education and school officials have re-organized the school into what promises to be a most unique type of training that will carry out in effective spirit the enabling act establishing the institution.

Training will be offered in two main divisions—agriculture and industry. Development in the curricula offered under these two divisions will be on two levels. The first corresponding in educational level to the junior and senior high school years will be of vocational nature. This level provides a good general preparation for employment. The second or technical institute type of instruction corresponding in general level to junior college is designed to prepare students for employment in technical positions of a semi-professional nature.

With the development of the institution it is anticipated that eventually only two years of work will be offered, requiring high school graduation for entrance and confining the training offered by the institution to the technical

institute level only. While the present entrance requirement calls for completion of sophomore high school year, qualifications are not confined to the academic accomplishment alone.

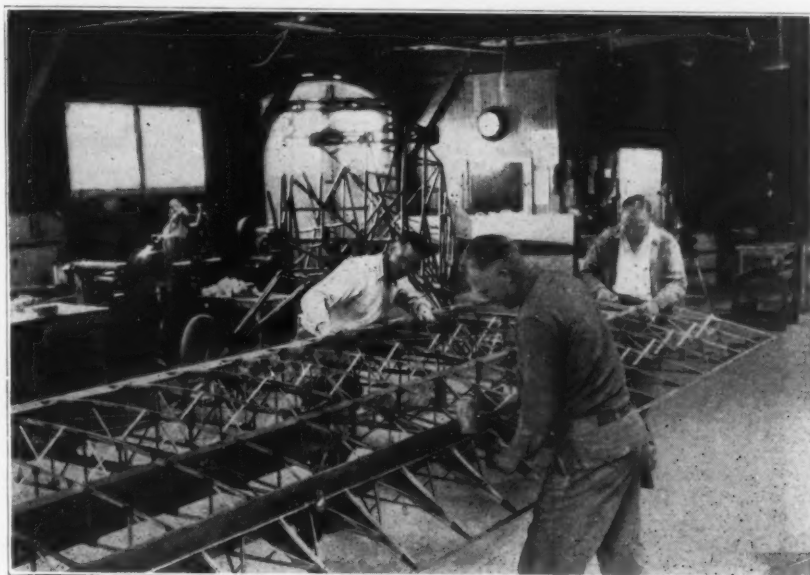
Boys who have had the equivalent training preparing them for specific service and who may profit by the type of training offered will always be given consideration. For the present at least, training will be offered along rather specific lines for the purpose of developing boys for particular types of jobs.

In agriculture the training will be centered around four major lines—meat animals, including cattle, beef, and swine; dairying in all its various branches; poultry; horticulture and floriculture. Approximately 75% of the student's time will be given to the gaining of experience through projects and the operation of some 1300 acres of the farm with all its varied and complete equipment.

A LONG industrial lines there will also be but four departments emphasized—aeronautics, including all phases of ground work, ship construction and engine operation; electrical engineering, which has always been one of the strongest departments in the institution and which will be further developed under the new organization; machine shop, including welding and carpentry training; and drafting, including architectural, mechanical, and aeronautical.

The agriculture teacher-training work conducted by the State Department of Education is

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A group of students working on airplane construction.



A Famous California School Band — California Polytechnic School

The Tax Relief Amendment

DR. ELMER H. STAFFELBACH, *Director of Research*
California Teachers Association

IN November the voters of California will have the opportunity to vote on a proposed Constitutional amendment which will go far toward correcting injustices in the present method of raising money for schools.

This measure, to be shown on the ballot as **Amendment Number 9**, has the widespread support of home owners, farmers, and real and personal property owners generally. It is officially sponsored by the following nine statewide organizations:

California Auditors Association
California County Supervisors Association
California County Tax Equalization Association
California Farm Bureau Federation
California Property Owners Division
California Real Estate Association
California State Department of Education
California State Grange
California Teachers Association

Provisions of the Proposed Amendment

The proposed amendment has already been the subject of wide discussion, and doubtless this discussion will wax still warmer as the time for voting approaches. Unfortunately much of this discussion is concerned with unimportant details rather than with the essential features of the measure.

Thoughtful voters will do well to keep their minds on the main issues, and avoid being led astray in their thinking by confusing and contradictory statements about details.

The main features of the proposed amendment are two:

(1) It is proposed to reduce taxes on real and personal property by transferring from the counties to the state the counties present obligation for the support of schools;

and (2) it is proposed to increase the state's revenues for this purpose by means of two new forms of taxes, namely, a state tax on personal incomes, and a state tax on the sales of luxuries.⁽¹⁾

(1) The word "luxuries" was omitted from the proposed amendment and the words "selective sales tax" put in on the advice of counsel to the effect that the former term would probably lead to litigation which would tend to defeat the tax itself. However, the nine groups sponsoring the proposed amendment at a meet-

Pros and Cons

As pointed out above, people in favor of this measure are home owners, farmers, and real and personal property owners generally. The opponents are generally found among groups interested in keeping down state expenditures, and in maintaining state forms of taxes at minimum rates. A little peep at the history of our California system of taxation will be sufficient to make the position of these opposing camps clear and understandable.

The Constitution of California provides for this state a dual system of taxation whereby certain tax sources are reserved exclusively to the state, while other sources are reserved exclusively to the districts, counties, and municipalities. The state, for its revenues, taxes corporation franchises, gross premiums of insurance companies, capital stock of banks, and the gross incomes of certain public service corporations. Real and personal property (exclusive of such properties as are used "operatively" by the corporations taxed by the state) are the sources reserved for taxation by the districts, municipalities, and counties.

This dualism or "division of tax sources" was introduced by amendment into the California Constitution in the general election of November, 1910. Two years earlier, in 1908, a somewhat similar amendment had been voted down by a majority of over 26,000 votes. Following their defeat in 1908, the proponents of this plan of taxation introduced new and stirring arguments in its favor, with the result that when they again put their proposition to the people of the state in 1910 the measure carried by a majority of over 45,000 votes.

Stirring Arguments

The approach to the people on this measure in 1910 was made to two refrains: "This measure, if carried, will relieve over-taxed real and personal property," was like sweet music in the ears of the voters. The other refrain, hardly less sweet to a public already aroused over the scandal of corporation-domination of the state

ing in San Bernardino, in February of this year, put themselves on record in the minutes of that meeting as being opposed to any sales tax other than a tax on luxuries, and pledged their efforts to defeat any other form of sales tax, should such be proposed in the legislature.

government, was: "This measure, if passed, will compel the corporations to pay their fair share of taxes." Real and personal property owners were widely influenced by these arguments and, in spite of the warnings of public men of vision, voted for the amendment.

The corporations, whose taxes were supposed to be increased by the amendment, excepting the banks, worked industriously for its passage, and certain writers⁽²⁾ have openly stated that the corporation interests themselves helped to swell the above refrains. The people of California are only now awakening to the bitter irony contained in those old campaign arguments of 1910.

Further Burdens For Real and Personal Property

TODAY, real and personal property are bearing heavier tax burdens than ever before. In many instances taxes on farms amount to 50%, and more, of the total income from the farms. Home owners find themselves paying taxes equal to from 12% to 30% of the rental expectancy of their homes. On the other hand, the highest rate paid by any public utility corporation is 7½% of its gross income. And whereas the taxes on the corporations are adjusted annually with respect to the actual income of the corporation, the taxes on farms and homes remain the same regardless of the size of the incomes they produce.

The tax rates on the corporations were increased by the legislatures of 1913, 1915, and 1917, in several attempts "to make the corporations pay their fair proportions of public costs." Each of these legislatures was faced by the strongest opposition the corporations could muster to prevent such increases. Again in 1921, after what was probably the bitterest battle ever waged in a California legislature, the rates on corporations were increased by the barest possible margin of votes.⁽³⁾

Taxes Shifted From Corporations

Since 1921 the taxes of certain corporations have been revised **downward**. Franchise taxes have been increased slightly; but in not one instance has the gross income tax of a corporation been increased during this period of approximately twelve years. During the same period tax rates on real and personal property

have universally, and in many cases enormously increased.

To understand how present conditions, described above, have been brought out, the reader needs to keep in mind the fact that **under our present California plan of taxation there exist two distinct classes of taxpayers, whose interests are mutually opposed**. On the one hand are the corporations, highly organized and controlling great wealth, with paid agents and lobbyists whose business it is to prevent corporation taxes from being increased. Opposed to the corporations are the numerous but scattered, unorganized, and largely inarticulate masses of home owners and farmers. The result of the struggle between these two unequal forces could hardly be other than the condition of affairs which confronts the people of the state at the present time.

Thus real and personal property have **not** been relieved of over-taxation, and the corporations have **not** been compelled to pay taxes on a fair proportion to the taxes on real and personal property.

State Support An Obligation of the Corporations

IT was the intent of the voters in accepting the amendment of 1910 to make the corporations entirely responsible for the support of the state government⁽⁴⁾. If this intent had been realized much of the present unfairness to real and personal property would not exist. But it has been the policy of the corporations, wherever possible, to avoid the obligations which the voters intended to lay upon them in the election of 1910.

The corporations have been able to avoid these obligations, to a very considerable measure, in two ways: (1) by advancing old forms of taxes, and by inventing new forms of taxes (paid by others than themselves) to supplement the state's revenues; and (2) by shifting legitimate state costs to the counties and local communities, where the tax burden falls upon real and personal property owners.

(4) Franklin Hichborn, writing in 1913, says: "When the amendment was before the people for ratification, the electors were certainly educated to the belief that the corporations affected were to provide all the revenue necessary for state purposes, in return for being relieved of all county and municipal taxes on their operative property." (From "**Story of the Session of the California Legislature of 1913**, Note P. 69. Published by James H. Barry Company, San Francisco, 1913.

(2) See Hichborn, Franklin: *Story of the California Legislature of 1913*. Pp. 67 ff.

(3) It requires a two-thirds majority of both houses of the legislature to increase the tax rates paid by the corporations.

New and Old Forms of Taxes

As early as 1915 the inheritance tax was adjusted and advanced. Of the new forms of taxes, the three-cent tax per gallon on gasoline, which is productive of approximately \$40,000,000 annually, is by far the most important. The entire cost of the state's highway program is paid out of funds derived from this source.

Figures tell the story conclusively. In the year 1911-1912 the corporations paid 69% of the costs of the state government of California. The inheritance tax paid 7%; the property tax paid 10%; and 14% came from miscellaneous sources. Contrasted with these figures, similar data for the year 1927-1928 show that in the latter year the corporations paid but 48% of the cost of the state government, while the inheritance tax paid 12% and the motor vehicle and gas tax 38%. The remaining 2% came from miscellaneous sources.

The significance of the above comparison of figures is merely that between 1911 and 1928 the corporations found means of shifting 21% of the cost of the state government to taxpayers other than themselves.

It may be of interest to note that certain interested groups have been so intent upon this problem of finding new sources of taxes, that they are now ready to claim **all** new sources as belonging by right exclusively to the state. Certain opponents of proposed amendment number 9 have given voice to their opposition on the ground that a state income tax and a state sales tax are needed to supplement the present revenues of the state. The obvious expedient—resorted to by the legislatures of 1913, 1915, 1917, and 1921 (namely, that of raising the tax rates on the corporations)—has apparently not occurred to them. The incongruity of their position, in the light of the history revealed above, is evident without further discussion.

Shifting Taxes Upon Home Owners and Farmers

The second method employed by the corporations to escape the obligation which the people intended to lay upon them by the amendment of 1910—namely, shifting legitimate state costs to the counties and local districts—is as ingenious as the method just described. This has been accomplished by the simple expedient of requiring the counties to raise stipulated amounts of money for stated purposes. The present method of financing education furnished an excellent example of this method of shifting costs and taxes.

In 1911-1912 the state paid 23.9% of the total cost of kindergarten, elementary, and secondary education in California. In the year 1930-1931, the state paid only 14.9% of such costs. The relative decrease in the state's contribution has been compensated for by heavier taxes on real and personal property in the counties and districts.

UNDER the present program of school support in California, for every dollar the state contributes for elementary education, it requires the counties to contribute considerably more than one dollar for the same purpose. For every dollar the state contributes for the support of high school education it requires the counties to contribute well over two dollars. These are mandatory requirements laid upon the counties by the state, and the counties (and hence real and personal property owners) find themselves paying taxes which are to all intents and purposes state rather than county taxes⁽⁵⁾.

In the light of the foregoing history and discussion the issues involved in the proposed Tax Relief Amendment can be clearly drawn. Its main purpose is to relieve over-taxed homes and farms by placing back upon the state the obligation for school support which the state has by its constitution and by legislative enactment required of the counties. That this proposal precludes the possibility of utilizing either a tax on personal incomes or a sales tax for the purpose of further relieving the corporations of their tax burdens quite naturally arouse the antipathy of those groups who at present contribute taxes to the revenues of the states. The opposition of such groups is to be expected.

(5) By definition a tax takes its name from the authority which budgets the expenditure that makes the tax necessary, rather than from the authority that levies the tax. Thus the trustees of a school district budget money for school purposes. Of the basis of this budget, the county supervisors levy a tax on the real and personal property of that district. This is known as a district tax—not as a county tax.

At present the state requires each county to raise approximately \$40 per child in average daily attendance in the elementary school, and approximately \$70 per child in average daily attendance in the high school. Thus a minimum educational budget is fixed for the county by the state. However, in this case the money is taken from the pockets of real and personal property owners, while the corporations escape the tax entirely.

It is this mandatory county contribution to education which the proposed Tax Relief Amendment (Number 9 on the November ballot) will fix as a state obligation.

ON the other hand, the position of the real and personal property owner—the home owner and the farmer—is equally clear. He needs to keep himself aware of the real issue, and to be wary of the opposition's campaign of confusing and misleading statements—a campaign which is already well advanced. The real and personal property owner rightfully needs to know the answer to but a few questions:

1. Will the proposed amendment bring about a reduction of real and personal property taxes?

The answer to this question is emphatically **yes**. If the proposed amendment had been in effect during the year 1931-1932 it would have reduced local taxes on an average of 55 cents per \$100 of assessed valuation throughout the state. Complete figures for the year 1932-1933 are not at present available, but they would probably show a similar saving to the local taxpayers of the state.

2. Will the proposed new sources of revenue be sufficient to pay the increased costs to the state?

The answer to this question is uncertain. It will depend upon what rate of tax the legislature places upon personal incomes, and upon

what luxuries the legislature decides to tax, as well as upon the rate of taxes which the legislature fixes upon the sales of the luxuries. This will become a problem for the legislature to solve.

Certainly taxes of these two kinds sufficient to raise the required amount of money would be much more equitably distributed than are the present real and personal property taxes levied by the counties for school purposes.

3. What will happen if the proposed new sources prove insufficient?

One (or both) of two things may happen. Corporation taxes may be increased to make up the difference, or a state ad valorem tax may be levied on all the property in the state. In case the state ad valorem tax should be levied, it will of necessity be levied against the property of the corporations as well as against real and personal property. And since at present the levy is against real and personal property only, the present taxpayers will be better off than they now are. In such an event, the corporations will have to bear at least a part of the load now borne entirely by local taxpayers.

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Vote Yes on Amendment Number 9

THE Tax Transfer Amendment will be Number 9 on the general election ballot November eight.

The passage of this amendment will stabilize good school conditions. It will remove the County Mandatory tax. Local taxpayers will be freed of a large part of the costs of education. There will then be little reason for hysterically demanding salary reductions.

Amendment No. 9 does not in any way increase school costs. So far as finances are concerned it simply shifts the base of support from common property to a new source of supply, namely the income tax and the selective sales or luxury tax.

Such a change will spread the costs over the entire state. No logical reason can be given to support an argument that ownership of a home or a farm or a business should force the owner to pay all of the costs of local government.

The home owner is not the only one who receives the benefit of public highways, of police protection, of sanitary conditions or of the educational system. Ownership of property does not demonstrate ability to pay taxes.

A continual appeal is made to "Own your own home."

As soon as a citizen owns his own home costs begin to bear upon him because of that ownership. The more tax relief that can be given to a property owner the greater will be the reason for acquiring a home.

TEACHERS should begin an intensive campaign to carry Number 9—some one should be asked every day to vote for and support this amendment.

Make this your slogan from now to November 8—

Vote Yes on Number 9.

ROY W. CLOUD

Amendment No. 9--Vote Yes

Summarization of Provisions

PROVIDES for tax relief for common property by abolishing present required county elementary and high school taxes;

2. Requires the state to furnish the total amount of school moneys now provided in the aggregate by the counties for elementary and high schools;
3. Directs the legislature to levy a state personal income tax and a selective sales (luxury) tax;
4. Provides for equalizing school district taxes and educational opportunities from state school funds;
5. Allows a permissive county tax for school purposes;
6. Requires county boards of supervisors to levy school district taxes within legal tax limits in accordance with district budgets;
7. Requires that 75% of the money provided by the state for elementary schools and 70% of the money provided by the state for high schools be used for teachers salaries. (Present constitution requires that ALL state school funds and 60% of county school funds be used for salaries.)
8. Relieves school districts from required use of state and county funds for salaries, if districts use 70% of current maintenance budget (exclusive of auxiliary expenses such as transportation costs) for salaries.

Summarization of Effects

IT will effect an average reduction in county taxes of 71 cents on each \$100 assessed valuation;

2. It will transfer from county tax sources (common property) to state sources of revenue approximately \$48,000,000 per annum in such a way as to utilize new sources of revenue and effect greater equality in the tax system;
3. It will shift a portion of the cost of California government from a property tax to an ability-to-pay basis and broaden the tax base;
4. It will effect actual property tax reduction in every school district in the state;
5. It will provide a more practical and effective means of taxing intangible forms of wealth and aid in the solution of California's bank tax problem;
6. It will equalize local school district tax burdens for support of schools;
7. It will make available to extremely poor districts in the state funds sufficient in amount to guarantee at least a minimum educational program and thus tend to equalize educational opportunities for the California child;
8. It will prevent repetition of attempts to place school district budgets under the control of boards of supervisors;
9. It will allow continuance of county taxes for junior colleges, for tuition of California pupils in high schools of other states, and for other school purposes.

What the Amendment Will Not Do

IT does not provide more money for schools nor encourage extravagance in school expenditures;

2. It does not increase teachers salaries nor interfere with reductions in teachers salaries where such are necessary in the interest of economy and efficiency;
3. It does not provide a larger minimum fund for teachers salaries than is now provided in the constitution;
4. It does not endanger any other state funds;
5. It does not take control of the school system out of the hands of local school boards nor change present methods of school administration;
6. It does not interfere with any movement for the securing of economy in school expenditures;
7. It does not place a tax limitation in the constitution and neither does it prevent adoption of any sound method of tax limitation by the legislature.

Vote Yes on Number 9

VON T. ELLSWORTH

California Farm Bureau Federation

Questions and Answers in Regard to Amendment No. 9

THIS article appears as an introduction to the Farm Bureau research department bulletin 16, entitled "Facts Regarding Property Tax Relief Amendment," No. 9, November ballot, 1932. The page references are to pages of the bulletin.

C. T. A. members who desire free copies of the bulletin should write to C. T. A. headquarters, 155 Sansome Street, San Francisco.

What is the purpose of this bulletin?

To set out all of the facts concerning amendment No. 9, November ballot, 1932, see page 5.

How did the proposal originate?

The proposal was drawn up in final form by representatives of nine state-wide organizations interested in property tax relief, see page 5.

Is the proposal part of the Farm Bureau tax program?

Yes, the proposal is in accordance with resolutions adopted by the Farm Bureau at its annual meetings and is largely based on facts developed by its Research Department, see page 5.

What is the proposal?

An initiative amendment to section 6 of article IX of the state constitution. The petition was signed by 159,380 voters in 56 counties, the largest number of signers to an initiative petition in the history of the state, see page 6.

Why did the sponsors resort to the use of the initiative?

To prevent at least a two-year delay in tax relief to common property, see page 6.

Briefly what are the provisions of the amendment?

See page 6 and summary on page 8.

Exactly what changes will be made in the constitution by adoption of the amendment?

See complete text of the amendment on page 7 which shows changes to be made in the constitution.

What effect will the amendment have upon property taxes?

It will reduce local property taxes \$48,000,000 or an average of 71 cents per \$100 of assessed valuation, see page 8.

Does the amendment shift the entire burden of school support to the state?

No. After adoption of the amendment the state will contribute 45.5% of the receipts of elementary schools and 27.1% of the receipts of high schools and the districts will contribute 54.2% and 72.7%, respectively, the remainder coming from the federal government, see page 9 and table I.

Does the amendment provide more money for schools?

No, the amendment does not increase the amount of available school funds, see page 9 and table II.

Does the amendment increase the constitutional provision for schools?

Yes, the amendment slightly increases the constitutional provision for schools, see page 12.

Does the amendment increase state control over schools?

No, the amendment makes no change in the system of school control or administration, see page 12.

Does the amendment encourage extravagance in school expenditures?

No, the amendment encourages economy by broadening the tax base, see page 12.

Does the amendment benefit only special areas in the state?

No, the benefits will be widespread—a tax reduction in every county, see page 9 and table XIV.

Does the amendment affect parts of the tax system other than the local property tax?

Yes, the amendment will aid in the solution of the intangible personal property tax problem and the bank tax problem, see page 12.

Does the amendment improve the system of public school finance in California?

Yes, the amendment will result in a sounder system of public school finance, see pages 9 and 34.

Does the amendment change the method of control of school district budgets?

No, it retains the present district control and prevents shift of district budget control to supervisors, see page 12.

Does the amendment abolish the county school tax?

The amendment abolishes the mandatory county school tax but directs the legislature to provide for a permissive county tax for necessary purposes, see page 12.

Does the amendment increase the amount of money reserved for teachers salaries?

No, the amendment actually decreases the minimum amount that must be expended for

salaries and does not increase salaries or prevent salary reductions, see page 13 and table III.

Does the amendment prevent the accumulation of unexpended balances which can be used for teachers salaries only?

Yes, the amendment will tend to prevent such "freezing" of salary funds, see page 13.

Does the amendment place a limitation on county taxes?

The amendment tends to limit county taxes by increasing the number of persons interested in limitation of government expenditures but it does not place a fixed limit on county taxes, see page 15.

What are the sponsors of the amendment doing to curb increases in local government expenditures?

They have in the past been active in budgetary control and are now attempting to work out a sound method of tax limitation, see page 15.

Briefly what will be the effects of the proposal?

See pages 15 and 16 for the summary of effects of the amendment and summary of what the amendment will not do.

Is cost of government rapidly increasing in California?

Yes, see page 16.

What effect has the increase in cost of government had on the property tax?

It has tended to increase the tax levied upon property out of proportion to increase in its value, see page 16.

What portion of the cost of government is borne by the common property tax?

In 1930 76.5% of all tax revenue came from the common property tax, see page 16 and chart I.

What are the reasons for the rapid increase in government costs?

Increased governmental services resulting largely from increased demands upon government by the people, see page 16.

Has the California tax system been changed to meet changing economic and social conditions?

No, the property tax is still relied upon for more than three-fourths of the tax revenue although property has decreased in importance as a source of income, see page 17.

Does the property tax bear any relationship to property income?

The property tax is disproportionate to property income—property is responsible for 28% of

income and pays 76.5% of taxes, see page 17 and chart II.

Is economy in government necessary?

Yes, it is vitally necessary, the sponsors of this amendment have worked for economy in government in the past and will continue to do so, see page 18.

Will strict economy in government solve the tax problem without change in the tax system?

No, economy is necessary but it will not effect an equalization of the tax burden, see page 18.

How does this amendment encourage economy in government?

This amendment encourages economy in government by broadening the tax base and thus increasing tax consciousness, see page 18.

What is meant by equalization of the tax burden?

Requiring every person to bear his fair share of the burden, see page 18.

What will be the effect of continued excessive property taxation?

Confiscation of property and complete breakdown in the financial structure of local government, for other effects see page 18.

Is the personal income tax a popular method of taxation?

Yes, it is popular both among students and tax officials, see page 18.

How many states have personal income tax laws?

Twenty-one states, see page 19.

Is the income tax increasing in popularity?

Yes, six states have adopted it in the past two years, see page 19 and table IV.

What states now have personal income tax laws?

See page 19.

Where can we find out the important provisions, such as rates, of state income tax laws?

The important provisions of state personal income tax laws are set out in table V of this bulletin.

Is the income tax difficult and expensive to administer?

Experience of other states has proved that it can be cheaply and efficiently administered decreasing in cost with experience, see page 19 and table VI.

What effect has the federal income tax upon the use of such a tax by states?

The federal tax has made taxpayers familiar with income tax procedure and thus is an aid to states adopting such a law, see page 23.

What are the possibilities of a personal income tax in California?

California ranks sixth among the states in federal income tax revenue, see page 23 and table VII.

What is the probable yield of a personal income tax in California?

Depends upon rates and exemptions used. For probable yield on basis of federal act see table VIII; on basis of acts in other states, see page 23 and table IX.

What effect would an income tax have upon an individual with a \$5000 income; \$10,000; \$50,000; etc.?

See table X for effect of income taxes levied in other states by the federal government upon incomes varying from \$3000 to \$1,000,000.

Will school teachers and other public officials be taxed on their income?

It is the intention of the sponsors of the proposal that the income tax apply to incomes of school teachers and other public officials. The income tax sponsored by the Farm organizations in 1931 taxed such incomes, see S. B. 494, 1931 Legislature.

Can the income tax be used by local governments in lieu of the property tax?

Centralized administration of income tax is necessary and it cannot therefore be successfully levied and collected by local units of government such as counties and cities, see page 25.

To what extent are luxury sales taxes used in other states?

Fifteen states now use such taxes, see page 25 and table XI.

Does the sales tax have a place in a state tax system?

Yes, see page 25.

What are some of the arguments for use of the luxury sales tax?

These arguments are given on page 25.

What has been the experience of other states with luxury sales taxes?

They have proved successful in other states, see page 25.

What are the possibilities of luxury sales taxes in California?

Such taxes should be particularly productive of revenue in California because of the high average per capita retail sales. See page 28 and table XI for estimated sales tax yields in California on basis of other state systems.

Can a luxury sales tax be successfully administered by local authorities?

No, see page 28.

What possible new sources of revenue could be used by the legislature to procure the necessary \$48,000,000?

Income taxes and luxury sales taxes. See table XII for possible system.

Is there any possibility of the levy of a state-wide ad valorem property tax if this amendment is adopted?

Yes, if the legislature fails to follow the direction of this amendment and adopt an income tax and a selective sales tax, see page 28.

What effect would a state-wide ad valorem property tax have?

There is no danger in such a tax. From the viewpoint of the common property owner it would be preferable to the local property tax as a means of raising school revenue, see page 29.

If local property taxes are reduced as contemplated in this amendment will the public utilities be able to demand a reduction in gross receipts taxes?

No, because common property now pays over \$50,000,000 in taxes more than it should to be on a parity with public utility property, see page 29.

How are the public schools financed at present?

See page 30 for a complete description of the system.

What share of school revenues is now contributed by the state?

Elementary, 20.6%; High, 8.6%, see table I and pages 9 and 30.

What share of school revenues is now contributed by the county?

Elementary, 24.9%; High, 18.5%, see table I and pages 9 and 30.

What share of school revenues is now contributed by the school district?

Elementary, 54.2%; High, 72.7%, see table I and pages 9 and 30.

How are school revenues raised and distributed at present?

By districts, counties and the state with the counties and districts providing about 85% of the total from the common property tax, see pages 30 and 31.

What are the reasons for existing inequalities in local tax burdens for the support of schools?

The inequalities in tax burdens for support of schools are caused by present provisions of the constitution (amended by this proposal) and inequalities in taxable wealth per child as among counties and districts, see page 31.

(Turn to Page 60)

Financing California Secondary Education

Trends Between 1925-26 and 1930-31

HOLLIS P. ALLEN, *Assistant Professor of Education, Claremont*

ECONOMIC depression has brought school administrators face to face with the problem of school support in a manner which has challenged the best thinking of the profession. The unusual scrutiny of school expenditures has caused many progressive school men to be concerned with locating fundamental weaknesses which may have been responsible for this scrutiny.

As with the purchase of an ordinary commodity by an individual, the public is concerned in knowing (1) the nature of the article purchased, (2) the cost of the article, and (3) where the purchase money comes from.

It is the purpose of this paper to present certain phases of costs and sources as they concern secondary education in California in the hope that the analysis may clarify current issues of school finance.

A comparison of pertinent financial data of secondary schools has been made for 1925-26 and 1930-31. Changes over this pre-depression five-year period will indicate important trends in secondary school finance. Data have been secured from two samplings¹, one of 146 districts², and the other of 88 districts³. In both cases the samplings are believed to be representative of the state at large.

The basic findings of the study are indicated in the following table:

Table 1. A comparison of certain financial data of representative samplings of California high school districts for 1925-26 and 1930-31.

Item	No. of districts in sampling	1925-26	1930-31	% change
Total true taxable wealth.....	146	\$9,022,083,083	\$11,538,757,373	+28
Total A. D. A.*	146	111,294	165,193	+48
Average true wealth per A. D. A.	146	\$81,065	\$69,850	-14
Average true district tax rate.....	88	\$.26	\$.28	+08
Total current expenditures.....	88	\$7,010,443	\$11,053,527	+57
Average current expenditure per A. D. A.	88	\$189.06	\$219.84	+16

*A. D. A. for grades 9, 10, 11, and 12 only.

1. Two samplings have been used because of non-availability of all information desired from the 146 districts of the larger sample.

2. The 146 districts include all high school districts of the following counties: Fresno, Imperial, Kern, Kings, Los Angeles, Orange, Riverside, Sacramento, San Bernardino, San Diego,

AN analysis of these data indicates the following facts:

1. The major basis of **support** of secondary education, general property, shows an increase of 28% over this five-year period.

2. The **load carried** by secondary education, as measured by a. d. a. indicates an increase of 48%.

3. Due to the failure of the source of revenue to keep pace with the growing secondary school population there has been a 14% decrease in the ability of general property to support secondary education.

4. District taxation for secondary schools has increased 8%.

5. Total current expenditures for secondary education have increased by 57%.

6. The average current expenditure per unit of a. d. a. has increased by 16%.

From this analysis it appears that the financing of secondary schools of California may be likened to the pack-mule which, unwittingly, was given an ever-increasing load to carry in spite of signs of developing physical weakness.

The situation could be cared for equitably by obtaining the ability of other mules to assist in carrying the load or in decreasing the load.

Secondary education has not exhausted its

San Joaquin, Santa Clara, Sonoma, Stanislaus, Tehama, Tulare, and Yolo.

3. The 88 districts include all high school districts of the following counties: Fresno, Kern, Kings, Sacramento, San Diego, San Joaquin, Santa Clara, Sonoma, Stanislaus, Tehama, Tulare and Yolo.

field of social utility. The very depression which has challenged school expenditures brings forcibly to us the fact that there exists a necessity for more and vitalized education to meet social need. Except as a temporary expediency until the source of revenue is spread to new abilities, **there is no justification for a reduction in the social service and training as rendered by education.**

It is unfortunate that the depression in a few localities is having the effect of reducing the social offering of the schools just at the time when there exists the greatest need for this offering.

From further analysis of the information derived from this survey it appears that the shrinkage in ability to support secondary education is practically the same for counties north and south of the Tehachapi. Apparently north and south have suffered alike.

Likewise, agricultural and urban districts have similar decreases in ability to support secondary education⁴. Neither is in a more advantageous position in this respect. It is noted, however, that oil districts have shown a small increase in ability to support during this five-year period.

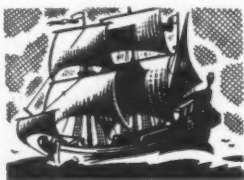
IN general we may conclude that the problem of proper support for secondary education is **not** a sectional problem. The whole state is suffering from the over-burdening of general property—that property which represents only a minor part of the real wealth of the state.

The problem of seeking the remedy by relieving common property of a portion of its heavy burden through finding other major sources of revenue is urgent to the entire state. It is a social problem of all the people.

4. Agricultural counties show an average of 16% decrease in ability while urban counties average 17% decrease. Oil counties averaged 5% increase.

* * *

Mrs. Lottie J. Wegener, Mariposa County Superintendent of Schools, reports that she has succeeded in preventing teachers salary cuts in her county and also has increased the salary of the rural supervisor by \$500 per year.



World Friendship

E. GUY TALBOTT, *Western Regional Secretary*
National Council for Prevention of War
San Francisco

NATIONAL Education Association and many teachers associations are participating organizations in the National Council for Prevention of War. California teachers are interested in knowing something of the work of the council.

There are three planks in the program of the N. C. P. W.: world-wide education for peace; progressive world organization; and world-wide reduction of armaments, simultaneously by international agreement. The council has an education department headed by Mrs. Florence Brewer Boeckel, who gives all her time to the creation of educational material in the field of world friendship. This material in book, pamphlet and leaflet forms may be secured from the western office of the national council, 205 Sheldon Building, San Francisco.

Included in this educational project is the national student forum, participated in this year by over 2600 high schools. Material has been provided in the form of pageants, posters, plays, study courses and programs for Goodwill Day (May 18) and other special occasions.

The work of the National Council in California is under sponsorship of a state advisory committee. Among California educators on this committee are Joseph Marr Gwinn, Monroe E. Deutsch, Aurelia Reinhardt, George M. Stratton, James A. Blaisdell, John Wright Buckham, Raymond C. Brooks, Walter F. Dexter, Herbert E. Harris, Tully C. Knoles, and Herman F. Swartz.

The German philosopher, Hegel, in closing his monumental "Philosophy of History," said: "The history of the world is nothing but the development of the idea of freedom." No one can estimate the power of ideas as factors in changing the currents of civilization. World peace depends on world friendship, and the building of international and inter-racial goodwill is the challenging task of the teacher.

Nowhere is this task more important than on the Pacific Coast. California holds a strategic place in the new civilization now forming around the Pacific Basin, supplanting the Atlantic and Mediterranean eras. The teachers of California are among the builders of that new civilization.

The state teachers associations and local associations have passed many resolutions favoring the development of world friendship, to the end that peace may prevail. These resolutions are becoming effective in the increasing place of world friendship studies in curricula and in student activities.

The Suzzalo Report and California Teachers

ALFRED E. LENTZ, C. T. A. Legal Advisor, Sacramento

THE Carnegie Foundation for the Advancement of Teaching, chosen by the governor, in the words of the law authorizing him so to do¹,

"to make a survey of the present system, plan of organization, and conduct of public education of higher than high school grade in the State of California, make recommendations as to suitable future policy and plan of operation with relation thereto and present to him a written report of its survey with its recommendations on or before the first day of July, 1932," has made its report.

While the Foundation, because of the limitations imposed upon it by law, could not examine the system of public education in California below the junior college level, it is readily apparent that the survey could not have been so made as to have any value had not the Foundation viewed the school system as an entity.

So in that portion of its report devoted to the Certification and Education of Teachers², the Commission found it necessary to consider the training and education of elementary school teachers as well as secondary school teachers. It is with this portion of the report that this article deals.

"The licensure and education of teachers, the Commission believes, are fundamental to the maintenance of effective instruction at all levels of education within the state. The certification of teachers represents a minimum standard. The education of teachers goes far beyond this minimum."³ In these words, the

Commission sets forth its conception of the basic requirements of the teaching profession.

The foregoing introduction serves to indicate the importance which the Commission attached to the certification and education of the public school teachers of California in making its report.

The following paragraphs summarize the findings, conclusions and recommendations of the Commission concerning the certification and education of public school teachers.

They are presented without elaboration in order that they may be studied without prejudice. Footnotes have been given when necessary to aid in the exposition of the report.

I. Certification

A. Findings and Conclusions

One of the important duties of the State Board of Education⁴ is the recruiting of an adequate and competent staff of teachers and other educational officers needed for each type and level of education. The quantity and quality of teacher supply are controlled through certification.

Certificates should be issued for employment within specified fields of service, upon the basis either of recommendations from accredited institutions or of examination, or both.

The certificate first granted to an applicant therefore should be issued for a probationary period and should be renewable for such subsequent periods as the State Department of Education⁵ may determine, on the basis of successful experience and additional professional training if such be deemed



Dr. Henry Suzzalo, director of the Carnegie report on California higher education.

1. Chapter 493, Stat. 1931.

2. Pp. 91-105, Mimeographed edition of the Report of the Foundation. The Commission apparently uses the terms "certificate" and "credential" synonymously.

3. The Commission of Seven selected by the Foundation to interpret and appraise the pertinent facts and to recommend the policies and operations needed in the future. The recommendations of the Commission were accepted by the Foundation as its own.

4. The Commission recommends that the State Board of Education consist of ten lay members appointed by the governor with the advice and consent of two-thirds of the Senate for ten-year terms, the President of the University serving ex-officio as the eleventh member. The Board to appoint a State Commissioner of Education (Pages 27-30, Mimeographed edition Report of Foundation).

necessary. Where common schooling on the junior college or collegiate lower division level is delegated to the management of the University system⁵ the teachers and officers employed therein are not required to be certificated by the State Board of Education but the standards maintained by the managing board in control must not be lower than an approximate equivalent to those required by the State Department of Education in schools of similar level directly under the jurisdiction of the State Board of Education.

THE types of certificates which the Commission suggests are:

1. A credential for kindergarten and grades one to three, inclusive.
2. A credential for grades one to nine, inclusive.
3. A credential for grades seven to fourteen, inclusive, with emphasis upon high school teaching and indicating the major fields of teaching competence.
4. A credential for grades nine to fourteen, inclusive, with emphasis upon junior college teaching and indicating the major fields of teaching competence.
5. A credential for supervision in fields and at levels for which the applicant possesses a teacher's credential.
6. A credential to cover administration.
7. A credential to cover counselling research and similar activities at all levels.

The Commission, in explaining the overlapping of the suggested types of credentials, states that the overlapping features are purposely provided because they are necessary for the period of adjustment to the new type of school organization proposed by the Commission.

B. Recommendations

The recommendations of the Commission bearing upon the certification of teachers follow:

1. "The Commission recommends that no teacher or other educational functionary should be hired for service in any tax-supported school"
5. The Commission appears to use the term "State Board of Education" and "State Department of Education" synonymously in that portion of this report dealt with in this article.
6. The Commission recommends that the state teachers colleges, including the lower divisions thereof, be placed under the jurisdiction of the Regents of the University of California (Page 18, Mimeographed edition of the Report of the Foundation).
7. The Regents of the University of California.

except under legal license issued by the State Department of Education; that all county, or other local certificates, be abolished; and that **no further life certificates be issued.**"

2. "The Commission recommends that with these fundamental considerations in mind, the State Department of Education should formulate an inclusive and stable policy and plan for the recruiting and licensing of educational functionaries for all types of service required by common schools up to and including the junior college."⁶

II. Education

A. Findings and Conclusions

Six months or more ago it was obvious that there was in California an oversupply of high school teachers and an impending oversupply of elementary teachers. This situation will become aggravated during the current school year.

There has been no effort made to adjust the supply of the teachers to the demands despite the fact that adjustment is the responsibility of the state and not, through economic forces, of the individual.

Two methods of accomplishing the necessary adjustment of the supply of teachers to the demand are available. The first is to restrict the supply by raising the standards of professional education, particularly through the prescribing of a longer period of preparation for the prospective teacher. The second method is to restrict the supply of teachers by not utilizing the teacher training agencies now least qualified to perform the public service required.

The State Board of Education probably has been too liberal in authorizing the preparation of teachers for special fields at the various state teachers colleges, this liberality resulting in unnecessary duplication of facilities at increasing cost to the state. The Commission believes that a better quality of work could be performed by the teachers colleges if the responsibility of preparing teachers for special fields was given to a limited number of the colleges.

The University of California should no longer train elementary teachers at Berkeley, permitting those students now enrolled at Berkeley for

8. Does not include any schools which the Commission recommends be placed under the jurisdiction of the Regents of the University of California. See footnote ante.
9. Does not include junior college or lower division work maintained in institutions which the Commission recommends be placed under the jurisdiction of the Regents of the University of California. See footnote ante.

work leading to the elementary certificate, to complete their work but accepting no new students of this type.

INSOFAR as the training of secondary school teachers is concerned, it is not legitimate on the part of the teachers colleges to enroll students in the upper division for professional or academic curricula preparing for basic secondary school certification, since the secondary school field is now already overcrowded and other accredited teacher training institutions have ample facilities for the training of secondary school teachers.

The lower division or the first two years of all the state teachers colleges should become junior colleges in fact,¹⁰ conferring the degree of Associate of Arts at the completion of secondary education.

The state teachers colleges are tending to diminish the quantity of pre-professional and professional work specially useful to the successful teacher. The existing curricula of the colleges do not make ample provision for historical and comparative approaches to the study of education or for an understanding of all school situations and functions beyond each individual's field of specialized responsibility.

Elementary teachers and supervisors competent to carry their work to advanced stages should be allowed to do so in the teachers colleges and upon meeting the accepted standards of this level of senior college or university work, they should be granted the degree of Master of Arts in Education.¹¹

All special teachers of agriculture for the secondary schools should be educated by the University of California at Davis and elsewhere. The University, however, has apparently neglected or has been unwilling to give this service effectively and the State Department of Education, in order to utilize the agricultural graduates of the University of California, has

¹⁰ There is no authorization in law at the present for the conducting of a junior college by a state teachers college. By agreement, the junior college courses of the Fresno High School District are maintained at the Fresno State Teachers College and the Junior College of the San Jose Junior College District is maintained at the San Jose State Teachers College.

¹¹ The Commission has recommended that state teachers colleges be permitted to grant the degree of Master of Arts in Education for advanced study in specially assigned fields whenever, in the judgment of the authorities of the University system, they are competent to do so. (Page 831, Mimeographed edition of Report of Foundation.)

been compelled to organize a co-operative training course in connection with the California Polytechnic School, thus making that institution, in effect, a ninth teachers college although a ninth college is superfluous.¹²

B. Recommendations

1. "The Commission recommends that the State Council for Educational Planning and Co-ordination" survey the field of teacher education within the state, determine the number of institutions which should be devoted to this purpose, establish a policy and plan for the training of all educationists, and take into account the probable numbers and quality of such persons as society may need for the various educational services to be performed in the common schools."¹³

2. "Recognizing that the training of teachers for the elementary certificate requires a special type of interest on the part of a faculty not usually present in university departments, the Commission strongly recommends that no further training of elementary teachers be done by the University of California at Berkeley."

3. "The Commission recommends that the whole matter of the allocation of specialized curricula to the several state teachers colleges be opened for review, and that re-allocations of instruction in special fields (e. g., home economics, music, arts, etc.) be made by the Board of Regents of the University System after study and recommendation by the State Council for Education Planning and Co-ordination."

¹² The Commission recommends that the California Polytechnic School be abolished as a state institution. (Mimeographed edition of Report of Foundation, p. 114.)

The following is extremely important and is the key to the report:

13. The State Council for Educational Planning and Co-ordination, the establishment of which is recommended by the Commission, has a membership of eleven, consisting of two members of the State Board of Education serving for two years; two members of the Board of Regents of the University of California serving for two years; the Commissioner of Education, the President of the University of California, the State Director of Finance serving ex-officio; and four members selected by these seven to serve four year terms.

The Council is to aid in the articulation of the Common School System and the University System through interlocking membership, fact finding powers and the making public of its recommendations.

The Commission considers the Council the key of its whole scheme of re-organization. (Pages 32-36, Mimeographed edition of Report of Foundation.)

4. "The Commission recommends that the eight state teachers colleges do not enroll students beyond the junior college division for professional or academic curricula looking forward to preparation for basic secondary school certification, but transfer all students of such intentions to the appropriate colleges and universities."

5. "The Commission recommends that each of the state teachers colleges as fast as it has finances and facilities, so develop its present lower division as to perform all the functions of the junior college which may be appropriate."

6. "The Commission recommends that special teachers of agriculture for the secondary schools, including the junior college, should be educated by the University of California and elsewhere."

The Commission recognizes that there are two additional problems that are of concern in the question of teaching efficiency: tenure and retirement. Here set forth below are the findings and recommendations of the Commission on these two matters.

III. Tenure

A. Findings

The teacher tenure law of the state has failed to realize the ideals of its proponents.

B. Recommendations

"The Commission, regarding the present tenure law" as now being reviewed by the courts as ineffective, recommends that this be one of the earliest subjects to be dealt with by the Council of Educational Planning and Co-ordination, with the general recommendation that this Commission does not favor the enactment of permanent tenure laws which interfere with efficient administration of public schools."

IV. Retirement

A. Findings

A state retirement system should be free from the "taint" of average salary as a basis for providing retirement allowances. Both the state and the members of the system should contribute, the state duplicating the contributions of the members. The system should guarantee a rate

14. The Common School System is considered by the Commission as including everything from the kindergarten to and including the junior college. (Pages 6-7, Mimeographed edition of Report of Foundation.)

15. School Code sections 5.400-5.407; 5.500-5.521; 5.650-5.713.

of interest from the beginning of membership in the system.

The system should further provide options in the amount and nature of the retirement allowance, representation of members upon the directing board, and opportunity for migration within the state as well as transfer into and out of the system.

It is not essential that institutions at the university level be arbitrarily included in the proposed system since the University of California possesses its own retirement system.

It is essential, however, that teachers in parts of the university system other than those situated at Berkeley and Davis have their retirement assured on a joint contributory basis.

Such a retirement system, the principles of which are well organized and defined, will ultimately assure the state of an opportunity to retire in dignified and modestly comfortable circumstances those men and women who, having taught in the schools of the state, reach a time of life at which their work should be handed over to others.

B. Recommendations

"The Commission recommends for the whole state educational system (excepting the University of California) a sound retirement system upon an actuarial basis to include all officers, teachers, and employees."

* * *



Dean, Upper Division, San Jose State Teachers College.

California Schoolmasters Club will hold its regular annual meeting on Tuesday evening, November 22, during the Bay Section Institute. Place of meeting and details will be announced later.—Dr. James C. DeVoss, President, California Schoolmasters Club,

Please Notify Us

C. T. A. members can render a real economy service to Sierra Educational News by promptly notifying us of change of address.

Failure to do so causes delay in receipt of magazine and imposes new and considerable postage charges.

Please help C. T. A. by reporting immediately to us any change of address.

Landscaping Rural Schools

R. W. GUILFORD, *Principal*
Durham Union High School
Durham, Butte County

WHAT may be accomplished by a little careful planning, the skilful following of that plan, and ordinary care and culture of ornamental shrubs and trees and lawn in making a rural high school a thing of beauty and a real inspiration to youth, is exemplified at the Durham Union High School.

Although but a small school, with 115 students in attendance, and having a relatively small district with rather limited resources, this school with its grounds is one of the beauty spots of the northern Sacramento Valley.

The writer can tell about this with all modesty for he had nothing to do with it, since he has come but recently to the school.

The ornamental shrubs, the trees, the lawn, the drives and walks are as much a part of the school plant as that part made of lumber, plaster, concrete and tile. The residents of the school district would as soon think of tearing down the building as they would of destroying any of the trees and shrubs on the grounds.

The Durham Union High School was built in 1924. At that time the Board of Trustees consisted of Fred Rollins, G. W. Jones, A. S. Johnson, F. M. Hall and G. H. Cunningham, all prominent ranchers of the district. These men showed keen foresight by having a landscape plan drawn and then saw to it that this plan was faithfully carried out.

Much credit for the successful execution of the plan must go to John W. Jaquith, the gardener who helped to do the original planting and who cared for the trees and shrubs during the difficult first years. The growth and development of the plants indicate that they received excellent care.

At the present time the shrubs and trees are mature and each has fulfilled its intended purpose in the completed picture. Variety is obtained by the use of some deciduous plants, in this case tamarisk, poplars and flowering quince. For California conditions there is a wealth of suitable evergreen varieties to suit practically all landscape requirements.

Advantages of Evergreens

The chief advantage in using evergreens is that the summer and winter landscapes remain very much the same. Variety is obtained by the use of shrubs and trees which have foliage of different shades of green. Boxwoods have leaves



Here is a tree-planting ceremony at a Southern California school; this is good citizenship.

of a very dark-green color, while the junipers have a bluish-gray-green foliage. Between these extremes there are many varying shades to break the monotony of color.

Leaf texture is another variant employed to give contrast. In this planting the small boxwood leaf is in striking contrast to the large thick waxy leaf of the laurel.

COLOR in winter is provided by the berried shrubs, pyracanthas and cotoneasters which are here in abundance. Spring color is provided by expansive groups of flowering quince and tamarisk. In summer the abelia grandiflora with its profusion of small bluish-white bloom is very pleasing. Beds of gold-flower and gladioli also provide bright color.

A formal effect is produced by the use of Italian cypress against the building. Informality is produced by mixed shrub groups in the lawn, curving lines of walks and drives and uneven slopes. Very effective entrance groups are made with the Irish juniper blending into the low-growing cotoneaster. A natural gully running through the grounds has been utilized to break the formality of the planting.

Such beauties of surroundings give to boys and girls who come to this school the urge to plant and otherwise beautify their individual home grounds and are an inspiration to every passer-by.

Creative Music

EDITH A. WALL

McKinley School, San Gabriel

CREATIVE music is ideally developed in the modern activity program. This fact I have found to be true in my experience during the past two years in the fourth grade. The modern trend in the activity program is toward creative thought in music, as well as in many other school subjects. "Creative Music" can be approached from several different standpoints.

First, the children may create their own instruments. It is surprising what 8- and 9-year-olds can create out of an old lug-box, some nails, saw, hammer, some string and a large amount of imagination: lo! a 'cello! And if the child is patient and painstaking, a bow can be made which will really produce some music from the strings.

Violins, guitars, and ukeleles can be fashioned from cigar boxes. Flutes, piccolos and other wind instruments are easily created from bamboo—and these especially can be made to play.

The cornet which the boy in the foreground is tooting was made of mother's funnel and big brother's bean-shooter.

A fine set of bells was improvised by a boy who was an excellent "tinsmith" for his age. Even old horseshoes can be tied to different length strings which, when struck with various sized nails, will produce varying sounds.

This type of work has its mental as well as its manual aspect. The children, at an early age, become familiar with different instruments. They learn to appreciate the care with which

they are made. They learn about the development of music; something of early musicians and early recording of music.

During "Music Appreciation" they learn to discern the different instruments and to listen for the melodies of this or that certain instrument.

The music work may be correlated with spelling (how to spell the names of various instruments and other musical terms that

are needed); with language; stories, reports and facts may be told or written about the subject. A program may be put on, melodies may be written, rhythms studied; in fact, innumerable possibilities may be opened up through this aspect of creative music.

Creative Music also may be developed from an aesthetic standpoint. The subject-matter of the activity which the children are studying furnishes excellent material for writing poetry and making up songs, individually or as a class. The children can be taught to make up their own poems and create original melodies for them. Children are particularly enthusiastic about singing their own melodies.

Sometimes they are *too* enthusiastic! Imagine the teacher who is trying to write down a melody as sung by David or Mary, while a bunch of persistent bees just insist on buzzing their various tunes, all at the same time.

Last year my fourth grade pupils were carrying on an activity about "Children of Other Lands." As we were studying, we made a large book containing some excellent poems, stories, illustrations and a little cycle of songs.

We first made up a Dutch poem for which we composed a little tune. It sounded very much like a Dutch song we had previously learned. This song's only redeeming feature was the number of descriptive verses of the Zeider



Sweet Haruko San, our dear heroine



Our children created their own instruments and thereby learned many important lessons.

Zee, Peter and his cousin, which we sang to the same old tune. There were ten verses in all.

Then we tried another, shorter and sweeter, having only two good verses, the first of which Shirley made up all by herself.

Shirley then spontaneously sang a tenor part (she was a talented musician although only 8 years old). I painstakingly lowered this to an alto. My! The children just loved to sing this two part song. Then, as we were singing a few two-part rounds, a little later, some one suggested that we try our hand at one of our own, so Phillip made up this verse and a few of the girls, with my help, composed a little melody for it.

We made up several other songs, one about the Eskimo, the Spanish and the Japanese children. The pupils loved to sing them. When their mothers came to a little program we gave, they could scarcely believe that the children had composed them. In fact, I was amazed that such lovely songs could be created by such little people.

Children are like fragrant flowers that bloom and blossom under the guidance of an interested teacher.

WORDS & MUSIC BY FOURTH GRADE

SWEET HARUKO SAN

SWEET HAR-U-KO-SAN. LIVES IN OLD JA-PAN. SHE
SWEET HAR-U-KO-SAN. FLOUT-ER-ING HER FAN, BE
YEARS A BASH OF BLUE WHITE JOKES AND WOOD-EN SHOE;
SIDE A CHERRY TREE, SHE SIPS HER ERA-GRANT TEA;
SWEET HAR-U-KO-SAN.
SWEET HAR-U-KO-SAN.

At this time my present fourth graders are trying something a little more spectacular. We are making up a Japanese operetta—a miniature operetta, to be sure, but an operetta nevertheless.

In reading and language, we are writing the

AMERICA'S FOR ME
(2-PART ROUND)

PHILIP DOWNING I GIRLS OF CLASS,
HOL-LAND'S FOR THE HOL-LAND-ERS, JA-PAN'S FOR THE JA-PAN-EE;
ENG-LAND'S FOR THE ENG-LISH-MEN, BUT A MER-1-CAS FOR ME!

libretto about "Haruko San," our heroine. In social studies we look up and report information about Japan so that we will be more fully prepared to write our little operetta.

We are making the costumes (with mother's help) and the wooden clogs, as well as the scenery. We have to work hard, but it is very fascinating. Here is a picture of Haruko San. We were fortunate in having a real Japanese girl in our fourth grade.

Herewith is the theme song for the operetta "Sweet Haruko San."

Creative music, though difficult to handle, but fascinating to develop, has untold possibilities in combination with the modern activity program.

Here are picture poems which were made by some fourth graders in less than 15 minutes time with practically no help from the teacher. These certainly display growing fluency in creative thought.

Cherry Blossoms in Japan
Cherry blossoms in Japan
How they sway in the soft
cool wind;

SHIRLEY
CLASS

THE WINDMILLS

SHIRLEY
COURT WRIGHT

THE BOYS AND GIRLS OF HOLLAND ARE
BE-SIDE THE DIKES OF HOLLAND, THE
PLAY-ING ON THE MILLS, AND
CHILD-RAN DANCE A- LONG, AND
WHAT DO YOU SUP-POSE THEY SEE GO
WHAT DO YOU SUP-POSE THEY SAY,
ROUND AND ROUND SO BUSY
MER-RI- LY THEY SKID A-WAY, THE
WHIZ-ZING WIND MILLS:
HOVE THE WIND-MILLS SONG!

Little streams running down
the lanes—
Lotus blooming in the
streams.

—Christal Grub

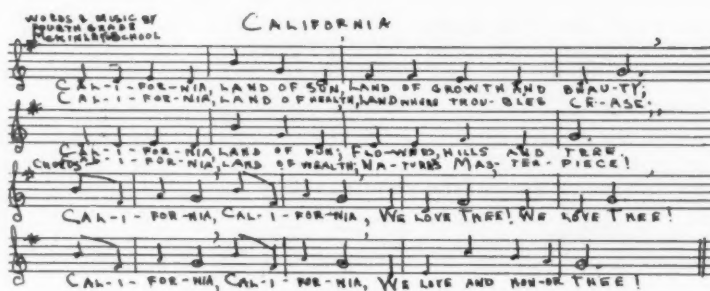
Japanese Scene

I went down to a river in
Japan;
I saw so many flowers
there—

Lotus, and iris, and many
others, too.

There stood a Japanese wo-
man in her red kimono—
She had a lotus blossom in
her hand.

—Ruth Fifer



Here is a little song my fourth grade made up about "California," which I thought would be rather in keeping with this Californian magazine. I have noticed that most of the songs about California are a little too difficult for primary grades; perhaps some teachers would enjoy teaching this one written by California children.

Californians in N. E. A. Activities

Vice-President—MABEL ELLIS, San Francisco

1. Officers of Departments

National Council—Mrs. Susan M. Dorsey, superintendent emeritus of schools, 1506 Arapahoe street, Los Angeles, Vice-president (re-elected).

Administrative Women—Treasurer, Mrs. Helen Watson Pierce, assistant superintendent of schools, Los Angeles.

Business Education—Vice-president, Benjamin R. Haynes, University of Southern California, Los Angeles. Executive Committee, Ira W. Kibby, chief of bureau of business education, Sacramento.

Classroom Teachers—Vice-president, Albert M. Shaw, 2833 Estara avenue, Los Angeles.

Elementary School Principals—Executive Committee, A. B. Heacock, principal, Los Feliz school, 4737 Hollywood boulevard, Los Angeles.

Lip-reading—President, Coralie N. Kenfield, instructor to adult deafened, public schools, 617 Shreve building, San Francisco. Secretary-Treasurer, Helen Scriver, instructor in lip-reading, public schools, 20 Dally News building, Santa Barbara.

School Health and Physical Education—Vice-president, Edna W. Bailey, associate professor of education, University of California, Berkeley.

Secondary Education—Vice-president, Frank E. Barr, Balboa high school, San Francisco. Regional Director, Grace M. Davis, Modesto high school, Modesto.

Secondary School Principals—Executive Committee, M. C. Jones, principal high school, Huntington Beach.

Supervisors and Teachers of Home Economics—Vice-president, Ada Kennedy, supervisor of home economics, Pasadena.

2. Committees

Credentials—Fae Robison, 203 West Maple street, Glendale.

Resolutions—Edgar E. Muller, principal public school, 3009 Linwood avenue, Oakland.

Necrology—Hazel Freeman, 1011 Asbury street, San Jose.

3. N. E. A. State Director

Frederick F. Martin, superintendent, Santa Monica public schools, Santa Monica (re-elected).

A Study in Error

COLLEGE Entrance Examination Board has published a recapitulation of the Board's studies of intelligence tests and an appraisal of current test theories by Professor Carl C. Brigham of Princeton.

The scholastic aptitude tests were first given in 1926. The present volume includes the results of six years of study of these examinations, given to approximately 50,000 college applicants.

During recent years much use has been made of intelligence tests and achievement tests without any sound underlying educational or psychological theory. Professor Brigham's book represents an effort to provide a systematic basis for tests and to suggest lines of investigation which might eventually prove significant in education.

Of especial significance is the extension of a method of analyzing test scores into the field of curriculum analysis.

Guided Self-Expression in Building

RUBY BIGGS, *Primary Teacher and Primary Supervisor*
Coronado Grammar School

IN many cases, free-illustration and self-expression in building are too free and this may be one thing that will have to be curbed in the activity program to make it more profitable.

To let children loose and watch them construct something with your tiny aid, may be better than letting them have no freedom at all, but if this is guided correctly, much more is derived from the situation.

Last year our children constructed many things alone, or by the aid of the teacher, which were good, but very crude, with no real system of building to them, and were really a fair sample of free expression unguided, as we see in most books, exhibits, etc.

True, the children did get a great deal from this work in some cases. However, we could not overlook the truth, that there was a great deal of unnecessary inaccuracy present, as well as wasted time for several in each group, due to the fact that they really were contributing by merely hammering and sawing away.

Now with all respect to women instructors, I believe I am not wrong in stating that the majority of us do not understand building and construction work well enough, to even guide properly and efficiently the work in first grade activity.

We Use Big Boys

The plan we now have seems to be a very good one, and it may be carried on from the larger systems to rural schools. We have our manual training supervisor pick out several of his efficient large boys and schedule them to the teachers' rooms. These boys are directed by the supervisor as to the procedure in their particular rooms and direct in turn the children in the rooms. They are present every day at the activity hour and skilfully guide the youngsters when and where needed, being careful not to do the work themselves or dictate directions.

For instance, in building a cafeteria, a doll-house, and a library in our first grades, the actual building is done systematically. At the same time the children are learning facts they will never forget, as well as

using tools correctly. We find this much more profitable than the type of houses, stores, etc., that were made unguided last year, for the knowledge derived now is lasting and valuable. There are plenty of opportunities for the children to offer suggestions, plan original designs, place windows and doors in, make awnings, interior decorating, etc.

In no way does it ever appear that the "big boys" are doing the work. Instead of the feeble chairs and tables that they make unguided, they take pride in making and completing real substantial furniture as well as knowing the principle of making it.

The supervisor meets with the teachers once a week by schedule, to plan the future of the building part of the activity. Perhaps some may think the children are not planning much, but the teacher must lead the children out on the right paths so they really do plan and understand, and are not merely told what to do. This is the teacher's problem.

But I believe we all will agree that a building problem must be planned ahead. Then if some suggestions are made by the children they can be changed or added.

However, the teacher and supervisor see the problem ahead, plan for it, and the boys receive instructions from the supervisor. The actual construction of a house or other problem is done in a correct manner instead of in the usual way, which really oftentimes prevents formation of correct ideas and often exercises only native ability and talent of a few.

The second grade people have nearly completed a street-car large enough for several people to ride in. Many interesting dairy and health ideas were made which otherwise would not have been effective at all. The third graders take pride in making Indian tepees, Dutch windmills, Chinese houses, and other things relating to the unit of work.

This idea may be carried on as we do it in larger schools or in rural schools. There will be one or two big boys who may substitute for these boys willingly and efficiently perhaps, if given the opportunity in the rural schools. We believe it pays to guide the actual building-process in the activity-program.



New Santa Barbara Junior High School

ROY P. EICHELBERGER, *Principal*

WITH the erection and occupancy of the new junior high school, the school authorities of Santa Barbara have practically brought to completion a school-building program started some years ago.

There are now not only several modern, well-located elementary school buildings, but this latest addition gives Santa Barbara two very fine junior high schools so located that their circles, with radii of one-and-one-half miles for each, are tangent in the heart of the city.

The location selected for the new school not only is scientifically well-placed, but it fits wonderfully well into a plan for civic improvement. The three blocks selected had for many years been a swamp, the one remaining blot in beautiful Santa Barbara.

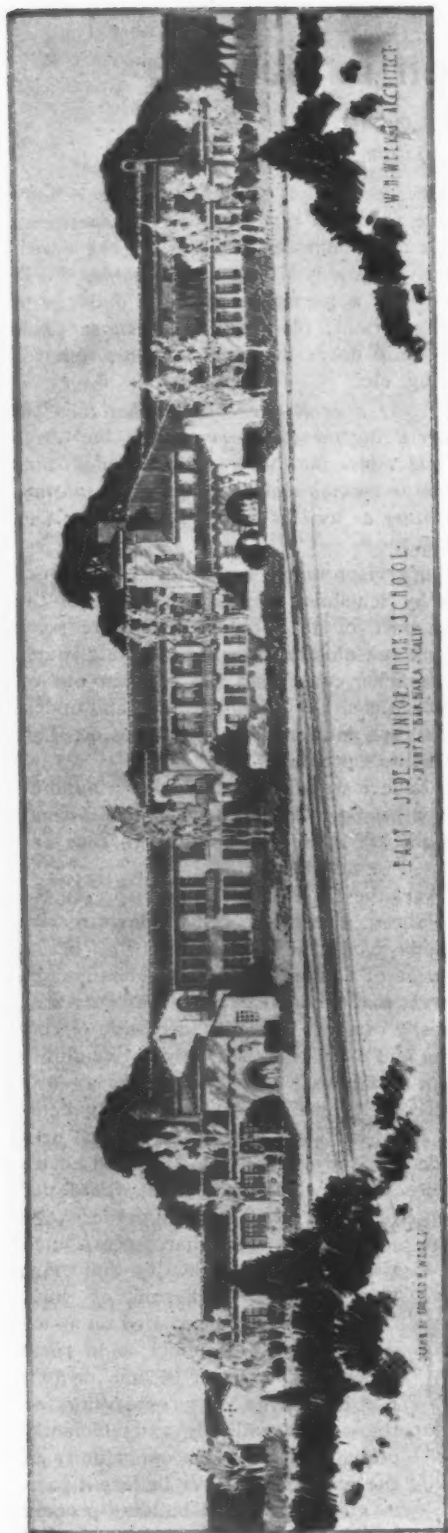
Nothing short of a large public improvement could have wrought so wonderful a transformation as has taken place. A fill has brought this ground up to the proper level. Property in this neighborhood, formerly almost without value, is now being sought for the building of homes. In spite of present financial stringency, lots have increased many times in value.

Those who know Santa Barbara will agree that the predominance of Spanish architecture adopted in business houses, public buildings, and in private homes is quite pronounced, and is very effective and distinctive.

In planning the junior high school, architectural harmony with the accepted style and standards have been achieved. This has come about partly through an artistic touch of color here and there, through a limited use of decorative tile, iron work, and partly through a careful planning of structural outline. It has taken little in added cost to make a very durable and serviceable building into a thing of beauty.

Careful Advance Studies Were Made

Much time was taken to study and plan for the new building. Other buildings were visited and advice on details was sought at many sources. Principals and teachers were very co-operative in pointing out desirable features and in giving warnings of possible advisable corrections as determined through experience. It is



The new Santa Barbara Junior High School is a beautiful and adequate school plant

marvelous with what rapid strides the science of school house planning has advanced.

ASCHOOL building that perfectly fills the need in one community will very probably not be at all what is desired in another location. Even in the same town it is quite likely that



Paul E. Stewart, Superintendent of Santa Barbara City Schools.

they do and should differ in many respects. Also a school built today will probably fill quite a different need than it would have some years ago.

The new junior high school building was planned to be adaptable to the training needs of boys and girls between the ages of 12 and 16 years, maybe older. These children vary greatly in ability and in aptitudes because all children between these ages go to school. They will later scatter into all walks of life.

It is just as important that proper direction be given one group as another. It is just as important that one group has self-respect and proper economic and social outlook as another.

The shop wing entrance is just as beautiful as the main entrance, and is placed upon the same

street front. It is expected that the psychological effect will be that the exposure and pre-employment courses offered will have equal standing with the historic, classical courses.

In the building, it is expected to house, profitably instruct, and keep happy, children who profit most by programs of 50% or more of shop, household arts, or other hand-work, with the remainder, closely-related academic study.

Under the same roof science laboratories and class rooms are provided for children who will continue their preparation toward professional, business, or technical careers.

There is a common administrative unit, a beautiful, commodious, and available library, where all interests are equally recognized, and a common socializing opportunity in a lovely auditorium and a common playground.

IN well-organized society we all live together in mutual respect with common interests each performing for the good of all, yet each leading the life for which he is adapted, and which society recognizes as worthwhile.

If that is the goal toward which we are aiming, it seems sensible to expose children to that sort of environment. It is for the housing of this type of organization that the Santa Barbara Junior High School was built.

* * *

Lemon Grove at Summer Dusk

JO WOODFIN, Oakland

SPIKENARD, frankincense, and myrrh,
Strange words that always held for me
A charm. And still they seemed to stir
An unbelief—there could not be

A fairied fragrance such as this,
Holding in its potent sway
The power to bring men storied bliss—
Or so I thought until today.

This was a day of southern sun,
Its warmth produced the treasure trove,
For in the dusk as light was done
I walked beside a lemon grove,

A lemon grove at summer dusk.
The fairied fragrance once denied,
(Spikenard, frankincense, and myrrh,
Charmed words that strangely pulses stir),
From lemon trees at summer dusk
Came real to me on scented tide.

Teachers Salaries: Basic Data

ALBERT S. COLTON, *Chairman, C. T. A. State Committee on Salaries, Oakland*

THE character of the personnel of the teaching-body is the greatest factor in determining the efficiency of a school system. Every community, interested in obtaining the best possible education for its children, should be vitally concerned about the personality and culture of its teachers, in addition to an insistence on good technical training.

In the past 20 years there has been a remarkable increase in educational facilities. At the same time, with the advent of the automobile, airplane and radio, communities have widened their horizons. Due to this, more and more is demanded of their teachers.

A teacher, to be a success, must not only know how to impart her subject-matter, whatever it may be, but she must also have a cultural background, enabling her to appreciate literature, art and music. She must also be socially-minded and be alert to the civic problems of her group. In fact, she must touch her community on many sides. By so doing, she becomes one of them and upholds not only her own dignity, but also that of her profession.

During the past decade, the standards of the teaching profession have been raised, so that it has become necessary for teachers in the elementary school, as well as the secondary, to spend more time in the teacher-training institutions, before they are licensed to teach.

These demands of the public have made it necessary for boards of education to pay fair salaries in order to get the highest types of teachers.

IN order that any school system may attract and hold excellent teachers, it is a matter of the highest importance to establish a worthwhile salary-schedule.

A good salary-schedule not only determines the quality of the preparation of teachers entering the profession, but also the amount and character of subsequent improvement while in service.

Teachers who are ambitious to succeed are willing and very desirous of improving themselves by further study and travel to the mutual benefit of themselves and their pupils. However, this can only be done when they receive

adequate salaries to justify this additional expense.

Travel enriches the teacher's experience and gives her an enlarged point of view, which increases her efficiency both in and out of the class room.

It is also exceedingly important not only to have a good "living wage" but also a "saving wage." Teachers should not be unduly concerned for their future on account of the small annual savings.

They must have a just margin after living expenses are paid, so that they can set aside an amount sufficient to meet emergencies that may arise and for the period after retirement.

When teachers are continually concerned with trying to make ends meet, due to the many responsibilities placed upon them, they do not have that leisure time which is absolutely essential to a continuance of the mental and physical vigor which is expected of them.

Teachers must have time for reading and study, time for recreation and time for travel.

The teacher who lives in comfortable surroundings befitting her profession, brings to her class room vigor, enthusiasm and initiative.

No community can expect a teacher to give her very best to the children with whom she is in daily contact unless she receives a sufficient compensation, so that her standard of living is equal to that of the majority of people of ability and culture in that community.

Character, personality and intelligence are factors that determine the worth of teachers. In order to get teachers who have these highly desirable qualities, which make for success in other occupations, it is necessary to pay worthwhile salaries to hold them in a system.

The purpose of this study is two-fold:

First, through a study of salaries paid to elementary teachers and of taxes for maintenance of schools, to determine if there are any needed changes in sources of revenue.

Second, through a study of the living costs of teachers, to determine if the present salary schedules are adequate to meet the needs of the teachers.

The conclusions reached are based upon the following studies which are given in the body of the thesis and in the appendix:

1. Elementary salaries in Alameda county in 1918-19.
2. Salaries paid to rural elementary teachers

throughout the state in the school years: 1920-21; 1921-22; 1923-24; 1927-28.

3. Salaries paid to elementary teachers in 156 largest cities and towns of the state for the year 1929-30.

4. A study of assessed valuations and tax rates for the years mentioned in 2 and 3.

5. A study of the living costs of teachers throughout the state and also in Oakland.

The data for this study were obtained by means of questionnaires and from the annual reports of the county superintendents, which are kept in the State Department of Education in Sacramento.

A brief summary of the findings of this study is as follows:

1. In Alameda county in 1918-19, the range of maximum salaries paid to elementary teachers was from \$560 to \$1380.

(a) Six districts paid \$560 to \$690.

(b) Twenty-eight districts paid \$700 to \$990.

(c) Ten districts paid \$1000 to \$1380.

2. In 1920-21, in the rural elementary schools of the state, 40% of the one and two teacher schools paid less than \$1000.

3. As a result of the adoption of Amendment 16 in November, 1920, teachers salaries were increased state-wide.

(a) In 1921-22, 98% of the rural elementary schools paid \$1000 or more.

(b) In 1923-24, 92.5% paid \$1200 or over but only 22.5% paid \$1400 or more.

(c) In 1927-28, 42.2% paid \$1400 or above.

4. In the survey of elementary salaries for 1929-30, in 156 cities and towns:

(a) Fifty-five districts paid \$1260 to \$1690.

(b) Twenty-four districts paid \$1700 to \$1790.

(c) Seventy-seven districts paid \$1800 or over.

5. Twenty counties in 1927-28 had general tax rates for elementary schools of more than 50 cents.

6. Eighty-three per cent of the 156 cities reporting for 1929-30 had the 30 cents limit for the special tax for maintenance and could not raise any more money to pay better salaries.

7. The results of the state-wide survey on the living costs of teachers showed the following:

(a) Forty-five per cent saved less than \$100 a year.

(b) Twenty-seven per cent saved between \$100 and \$250 a year.

8. In the Oakland survey:

(a) Forty-seven per cent saved less than \$100 a year.

(b) Only 30% saved over \$250 a year.

BASED upon the findings of this study it seems justifiable to draw the following conclusions:

1. In order to make it possible to raise sufficient money to maintain schools on the present level and in due time to make improvements, as well as to pay better salaries in many districts, there must be some type of state legislation which will make more money available and at

the same time decrease the tax rates on property in those districts that are already overburdened.

2. If it is socially desirable and justifiable that teachers be provided with sufficient annual remuneration to maintain a home according to the standards required of a teacher in the community and also to effect a fair savings for the period of retirement, it seems reasonable from the facts of this study that "pre-depression" salary schedules should be at least maintained and in many places increased.

* * *

The Technique of Progressive Teaching by A. Gordon Melvin (School of Education, College of the City of New York) is a valuable addition to the series published by **John Day Company**. A splendid big volume of 420 pages, telling of the newer methods in teaching. California teachers should study this book. \$2.95.

* * *

How the Present Came From the Past, revised edition; Book One: *The Seeds in Primitive Life* by Margaret E. Wells, is published by the **Macmillan Company**, price 80 cents. The first edition of this notable reader appeared 14 years ago and is now brought up to date.

* * *

Color Chart

A child speaks

ELIZABETH PINGREE, Pasadena

I KNOW the colors, a-l-l by heart!
I'll say them. Here's my color chart!



A robin—in a cherry tree,
An orange—gold as gold
can be,
A daffodil—that wakes
up early,
A dainty fern—all crisp
and curly,
And bluebells—tinkling in
the breeze,
Some purple plums—on
glossy trees.

I know my colors, a-l-l
by heart!
I've said them. That's my
color chart!

* * *

E. C. Boynton announces the opening of an office at 408 S. Spring Street, Room 301, Los Angeles, representing Catalina Island school, Cumnock schools, Girls Collegiate school, Norton school, Southwestern military academy and others.

A Worker for Childhood



Mrs. W. A. Price, past president of California Congress of Parents and Teachers and now managing editor of the California Parent-Teacher, official monthly magazine published in the interests of child welfare.

* * *

The New Education

MARVIN L. DARSIE, *Dean, Teachers College
University of California at Los Angeles*

EVERYONE who comes in contact with our schools realizes that in recent years they have changed profoundly. School buildings are now often the handsomest structures to be seen in the city or town.

The status of teachers has changed. School-marks are seldom caricatured. They are recognized as young women of poise, culture and thorough professional training. Their salaries, though still not what they should be, enable them to live modestly as self-respecting citizens of the community.

Parents who are interested in the welfare of their children and who sometimes visit their classes, realize that even more profound changes are taking place inside of the schools. They are often puzzled at the way in which classes are conducted.

Children no longer sit quietly in seats which are firmly anchored to the floor. Perhaps the rigid steel and hardwood desks and chairs have disappeared entirely. Light, movable chairs and tables take their place. Children are moving

about freely. Tools, boxes, easels and painting materials are apt to fill the room with what at first seems a very disorderly confusion.

Well-filled bookshelves line one wall, and many books are piled on a nearby table.

Real Life in the New School

Perhaps one corner is occupied with a little village: post office, store, garage and trolley-track. All of these buildings are cleverly fashioned from boxes and materials which the children themselves have brought to school.

A busy hum of conversation is constantly heard. The teacher, instead of standing in front of the class, with a ruler at hand, is moving quietly about, now helping a group to find what they are looking for in a reference book, now showing an 8-year-old how to handle a hammer more effectively, occasionally quelling an incipient dispute.

The scene is so different from what the mother remembers that she is apt to have doubts about the whole business! These children seem to be having a good time, but are they really learning anything?

They love to go to school, but are they mastering reading, writing and arithmetic? They do somehow seem cleaner, happier and busier than they used to twenty years ago, but are they acquiring the discipline to enable them to meet the problems of life? Isn't modern education running too much to "fads and frills," and paying too little attention to "solid learning"?

A visit to a large city high school may serve to deepen these doubts. Greek has disappeared and only a few are studying Latin. Young people are reading voraciously, but many of the old literary standbys do not seem very popular. Physics is apt to stress the mechanics of an automobile motor rather than the momentum of a falling body. A new sort of course called social problems has appeared on the scene. Almost without number there are courses of a practical or vocational nature.

It is evident that these offerings are regarded as interesting and valuable, for boys and girls who 30 years ago found school so dreary that they went to work or got married are now swarming into the high schools and demanding junior colleges when they finish. Yet the middle-aged person, brought up on the classics, may still seriously wonder what education is coming to.

But we cannot stop here. Our elementary and secondary schools do not tell the whole story. When the young folks have left the high schools for the day, the buildings are not closed. Presently hundreds of adults of all ages and occupational interests begin to arrive. Some are foreigners desiring to learn English, more are craftsmen wishing to master a trade more thoroughly, most of all are eager-minded men and women who are hungry for cultural courses in literature, economics, philosophy and science.

Adult Education Is Imperative

Other hundreds (whose previous training has been more thorough) flock to university extension courses. In towns and villages without number university correspondence courses are enlisting the time and effort of serious men and women. Even now the radio is beginning to supplant these agencies and to bring opportunities to adults in a new and still more vital way.

So widespread are the activities of the new education and so deeply do they affect our common life that we can be very sure that we are not dealing with a transient phenomenon, a mere fad which is soon destined to subside to its former level. What underlies this tremendous new concern of mankind? What is it all about?

To answer this question we must realize that we are living through one of the great transition periods of all human history. Not for at least 2000 years has human life changed so rapidly and so fundamentally as it has within our lifetime. A new way of thinking has profoundly modified our knowledge of the world and of man.

As applied science it has completely changed our methods of producing food, clothing and other necessities. Transportation has been so enormously improved that the world has shrunk. Peoples are dependent upon one another to a degree never before known. Old needs are disappearing and new ones arising so rapidly that we do not know how to meet them. Old values have become obsolete and we have not yet created new ones to replace them. We are living in a world complex and baffling beyond even the imagination of our fathers.

The new education represents a courageous and far-flung attempt to meet the challenge of this new world which science has created. Mistakes are being made, much is being tried which will later have to be abandoned, but educators are not dodging the issue. They are seriously and conscientiously trying to prepare children to live wisely, efficiently and happily under more complex and puzzling conditions than have ever before confronted mankind.

A hundred years ago America was a country of rural villages and small towns. Life was comparatively simple. The majority of men were farmers. The home was a center of the most varied activity. Boys as they grew up learned to plow, plant, harvest crops, care for livestock. Most of them became fairly competent carpenters and mechanics through actual participation in farm duties and chores.

Girls in a similar way learned to cook, sew, care for children—in a word, to manage a home, in the same practical way. Both boys and girls naturally learned the give and take of social life which we call good manners. They had to. The life of the village centered in and supplemented the lives of the farmers.

Everyone went to church, and the church determined the standards and values of the community. The school was merely an incidental factor in the lives of most children where during the winter months they were taught the three R's. Education was an affair of the whole community.

All of this has gone and it will never come back. America has become a country of huge cities. Even agriculture is more and more becoming a matter of large-scale engineering, with the majority of workers living in towns. The home in the old sense (where children received the best part of their education through participation in necessary activities) is disappearing.

Community life is vanishing. The church is losing its influence. Industry and commerce are becoming ever more technical and specialized. With sublime faith (and a sigh of relief) parents are turning over their children to the schools, and asking them not only to do all that home, community, church and school combined used to do, but in addition to meet the many more complex problems of the new world.

Basic Principles of New Education

What are the underlying principles of this new education? They are not abstruse nor difficult to grasp, though educators sometimes clothe them in high-sounding words.

1. The school should mirror and embody the richness and vitality of life as it is being lived here and now. Food, clothing, shelter, transportation—these are, always have been and always will be major human concerns. The activities of the school must center around them if children are to understand the world we live in.

Helpful co-operation in the production and distribution of the basic necessities—this is the foundation of manners, morals and citizenship. Children must learn to live and work together



Here is a modern California public school, adapted to the new education which Dean Darsie has so well described.

with tolerance and good will if our civilization is not to break down under its own weight.

The play of creative thought and imagination upon the activities of daily life—this is the source of science, art, literature, music—perhaps religion. Only as order and beauty are brought into life does life embody values and standards. Only as children are encouraged to think creatively will order and beauty increase in ever fuller measure.

Creative Thought in Daily Activities

The school as the embodiment of life as its richest and best—this is the first principle of the new education.

2. Learning—real learning—is always active and purposeful. It is not a matter of a teacher pouring knowledge into pupils. Nor is learning a matter of books. There is no knowledge in books. They are merely bundles of paper with ink marks on it. Only as they stimulate children to **think** do they function in education. The school then must be a place where children are encouraged to be active, to think, to experiment, to create. This is the second principle of the new education.

3. Education is a life affair. We used to think that when we reached the age of 30 or thereabouts we lost the capacity to learn. We know now that this is not true at all. There is little loss in learning capacity until actual old age begins to take its toll. Animal psychologists tell us that even among rats, those with grey whiskers learn to find their way through a maze as quickly as do the flappers.

The new education then, proposes to carry on through the whole of life through evening classes, correspondence, community conferences and radio. We propose to bring parents into the game, not only that they may co-operate in the education of their children, but that they may in turn have their own lives enriched.

Continuous growth in knowledge, power and

appreciation throughout life—this is the third principle of the new education.

But what of the three R's—of the fundamentals? Well, we can speak quite definitely here. We know by very accurate tests that children in the new activity schools actually learn to read, write and solve problems in arithmetic more effectively and infinitely more happily than they do in the older formal schools. After all these skills do not constitute knowledge—they are only tools, and we learn to use tools by employing them in actual constructive undertakings.

The new education is attempting to lay the foundations of order, beauty and friendliness in a complex and chaotic world. It is pledged wholeheartedly to social reconstruction through orderly and progressive stages.

It is utterly opposed to class and race hatreds of any sort, to intolerance, to violence. It is attempting to train the highest type of young man and woman for leadership in this program. It is potentially the most powerful stabilizing and integrating agency in our civilization.

* * *

William R. Tanner, assistant supervisor of vocational education, Los Angeles city schools, in reporting the activities of the forestry department, states that the various phases of work have been carried forward during the past year with the same energy that has characterized the undertaking from its inception nearly seven years ago.



Birds Help Trees

ter condition now than in any previous year at this time.

The conditions at Clear Creek Center are better than at any time in the past. Somewhat less planting has been done during the year, but a larger percentage of the trees planted are in better condition now than in any previous year at this time.

Can Such Things Be Taught ?

RUTH BARTLETT, *Fremont High School, Los Angeles*

HOW can the school aid the thousands of young people who go out from its doors each year into the complexities of our present social and economic life?

The whole technique of modern education has been directed towards adjustment to the needs and interests of the pupil. Suddenly he ceases to be a pupil and is turned loose into a world where he must make all the adjustments, where the sole learning process is the wasteful "trial and error" method.

Equipped with slight scientific and cultural background and possibly enough vocational training to enable him in normal times to obtain some sort of white collar job or employment as a mechanic's apprentice, the boy goes forth. He has received food and clothing and shelter from his parents. If he has earned a few dollars for spending on his own pleasures, that is the extent of his experience with the cost of living.

If he has thought at all about his employer, he expects him to take the same kindly interest in his welfare that his teachers have shown. He hopefully anticipates being "on his own," free from the restrictions of school routine and drudgery. He is largely unaware of what he is "up against."

May we consider briefly some of the problems confronting the boy as he leaves high school, before going on to suggest what preparation ought to be given him in his classes for meeting them?

We may divide all high school graduates into two groups: (1) those who expect to go to work immediately, and (2) those who are to continue with their scholastic training. In regard to the latter class, we have constant complaints from the colleges, that freshmen do not know how to study, how to conduct themselves when freed from the close supervision of secondary school, that they do not know what they want from college nor how to get it. Moreover, so long as their parents

continue to pay their bills, they have no conception of what their further education is costing. Only too likely they think of themselves as individuals whose wants and needs are of prime consideration, rather than as members of a family unit, entitled, up to a certain point, to a proportionate share in the common income.

A boy of 17 is not too young to be thinking in terms of dollars and cents of what he is costing his parents and to realize that what is spent now on his education should have a direct bearing on his later earning-power, the latter again not being for his personal benefit but for his use as head of a family a few years hence.

While this might seem at first glance a problem outside the province of the school, I believe it could be more convincingly presented to the boy in the class-room as a project for investigation than as the subject for a parental lecture with its inevitable element of personal bias.

SIMILARLY, the boy who anticipates going to work, should be looking ahead both to his immediate future, when he will presumably still be living at home with his parents, and to his more mature years with their added responsibilities.

What proportion of his weekly earnings should be paid to his parents for board? How much should he allow for clothing? How much for recreation, including what he spends on a girl to whom he wishes to pay attention? How much should he be saving towards a home? If he hopes to be in business for himself some day, what plans is he making to save for that? How soon should he take out a life insurance, and of what sort? What income warrants ownership of an automobile? he should have considered while still in school, instead of planning to make a down payment on one as soon as he has that much cash in pocket.

The possibility of marriage should be anticipated in its economic aspects. How



much should he have saved towards the establishment of a home, before considering the matter? How much should he be earning in order to support a wife in any sort of manner? Should he expect his wife to earn a part of the family income? What, if anything, should they buy on the installment plan? What sort of amusements will they be able to afford? What provision must be made for sickness, accident, and other emergencies? What is the minimum necessary for food, shelter, and clothing? These and similar questions might, I believe, be presented in class, and the answers found in reports recently made on living costs in different parts of the country.

If, up to this point, it has seemed the needs of the boy have been considered rather than those of the girl, it should be remembered that in spite of the so-called "emancipation of women," it is still the man who carries the heavier responsibility for the support of the home and the family. While home-economics courses have developed (which consider many of the problems of economic and social adjustment in the home from the woman's side) no similar training has been offered, so far as I know, for the prospective husbands and fathers of our country.

Let me say in passing, that in our home-economics courses we can well take time from teaching the making of salads and party-frocks to devote to serious discussion of the **basic problems of home-management!**

The girl should be taught to think of herself as a member of a family unit, her parents home now, her own a few years hence, rather than as an individual whose wants and interests are apart from those of the group of which she is an integral part.

I am old-fashioned enough to believe that the education of girls should be pointed toward home participation and management, whether or not they are to be wage-earners as well; but such instruction and guidance will come far short of serving its purpose unless boys are similarly prepared for home participation and support.

Such a course as I have in mind, dealing concretely with the problems of every day living under the heads of occupation, expenditure, and leisure and self-improvement, I would make compulsory for all high school pupils, boys and girls. It should be included early enough in the course to reach those who do not finish high school.

Since 16 is the age limit for full-time compulsory attendance, I suggest the tenth grade or

first year of senior high for those who do not intend to go beyond high school, the twelfth year for those intending to go to college, technical and special schools after graduation.

MUCH of the failure of graduates and others from our schools to adjust themselves to the industrial and social order into which they are thrust, is due to the fact that our young people have no idea what they ought to expect in the way of the demands of the job, its economic returns, its possibilities for advancement, or even permanence and security.

Therefore, I have placed **occupation** at the top of the list of specific topics to be presented in the course. Our secondary schools in this state afford wonderful opportunities in the way of vocational training, but unfortunately, the demands of the several courses-of-study leading to specific occupations are so exacting that the pupil in the ninth grade, when he is just entering adolescence, is obliged to choose the course he will follow for the next four years, and with it virtually the occupation he will enter upon leaving high school.

Aside from the fact that he is quite too immature to make so important a choice so early and that his aptitudes and capacities are as yet not clearly enough defined, neither he nor his parents have enough information in regard to requirements and opportunities for employment in the different occupations to choose in any fashion but a hit or miss fashion in most cases.

Would it not be advisable to make the first two years of high school more general background training in academic and basic subjects, with a specific course presenting a survey of the principal occupations at the end of the tenth grade, and putting all specialized training into the last two years?

A Practical Survey of Occupations

In this survey of occupations, the pupils would learn the requirements in the different trade, professional, and commercial occupations, the pecuniary returns that the average employee may expect, the opportunity for advancement for the exceptional worker, the permanence or variability of the employment, and the likelihood of obtaining employment.

Above all, the pupil should get the idea of measuring his ability and performance in school against the competition with the many others who will be matched with him in the work of the world; in this way, the idea may penetrate that every boy cannot be a bank president, to

say nothing of being chief executive of these United States, which was once held up as the goal toward which the American school boy should strive.

The matter of **expenditure** has already been touched upon in an earlier paragraph. It should follow the study of occupations, since after knowing the probable pecuniary returns of the occupation the pupil expects to follow, he can more intelligently plan the use of the money he may reasonably expect to earn. The starting-point should be the income in his father's home and the present cost for his own clothing, food, shelter, school expenses and amusements in relation to the expenditures for the whole family; from there he should go on thinking of his earning and spending in terms first of self-support, then as one expected to provide for a wife and family of his own.

CLOSELY related to expenditures are the problems that have to do with **self-improvement**, use of leisure, social and civic demands. All these differ greatly as to circumstances. I sometimes have a fear that our democratic system of education is giving a considerable number of our pupils acquired tastes that they will not have the means to live up to later; and they will become dissatisfied with what they have and put the blame on marriage, "the boss," the government, and society in general.

Here perhaps is where the teacher can be of the greatest service in helping the pupils to the understanding and enjoyment of pursuits in leisure hours that do not involve wasteful expenditure of money or nervous energy. Purely social intercourse and entertainment should be planned for in proportion to one's own income and scale of living rather than that of neighbor Jones and his wife.

Besides, the pupil needs the lesson, that all time not devoted to his job, is not for his own private enjoyment, but that he has certain duties now in the care and up-keep of his father's home, and that later as a householder he will be expected to devote a part of his time to repairs and improvements about the house. In all things having to do with recreation, leisure, advancement, the cost in money, time, and effort is to be thought of in terms of the greatest good to the greatest number.

How indeed, can such subjects be taught in school? Or is there a place for them in an already over-crowded curriculum? We cannot evade the fact that a vital need for such instruc-

tion exists, since most of our pupils do not go beyond high school, and moreover, the majority of them marry within a few years of leaving school, finding themselves faced with all the difficulties of adulthood.

THE field is extensive and difficult to cover. No textbook is available. Only teachers with the pioneering spirit, who are blessed with a sympathetic understanding of the youthful point-of-view and experienced themselves in the art of living, are to be intrusted with teaching boys and girls of the adjustments they must make to life. The method and technique would have to be worked out by these pioneers.

I believe one should start by asking pertinent questions and sending the pupils to seeking the answers in their own immediate home problems first; some projects might be assigned for group and individual investigation in regard to occupations, living costs, etc., to be supplemented by definite and authentic information presented by the teacher.

The information necessary for making the course of practical value would have to be accumulated from many sources and should be prepared and put at the disposal of those who are to do the teaching, who obviously should not be expected to do both the teaching, which is an art in itself, and the study, which involves detailed research.

All the Faculty Should Co-operate

For the latter, the co-operation of all faculty departments should be obtained, especially those having access to information in special fields; as trade and commercial departments in regard to occupations, home economics for family budgets and home management. Surveys made by university graduate departments and by private and government commissions regarding living costs and occupations should be studied by research divisions of boards of education and digests made containing such items as would be of practical use in the class room. The same should be done with reports and studies by banks and business houses regarding savings and investments.

I can hardly think of a subject for a thesis in social studies that would contribute more to the sum total of human knowledge, or do more toward helping modern society to adjust itself to the machines it has created, than a study which would bring together the materials and outline a course of study and technique of instruction for a high school class along the lines suggested in this article.

Which Are Foreign?

A World Friendship Activity

GENEVIEVE C. WILSON
Cienega School, Los Angeles

Norway:

Our ancestors, the Vikings
Brave and bold,
Landed long before Columbus
So we're told.

Spain:

I represent Spain
And Queen Isabella you see
If it hadn't been for Columbus,
Where would all of you be?

Ireland:

Just look at my colors,
Then look and see,
It's with the Emerald Isle
You're sure to connect me.

France:

My people are French
As Frenchy as can be
But I'm an American now
Since my ancestors crossed the sea.

England:

I'm from the British Isles
An Englishman you see.
I too am a good American
Since my folks came over the sea.

Palestine:

I represent the Holy Land,
A national emblem have we,
But now that we're in America
We honor this land of the free.

Scotland:

I'm from the land of Auld
Lang Syne,
The place where the Scotch-
men dwell,
Now that I'm in America
It suits me very well.

Holland:

I'm a little Dutch boy
From over the sea.
My folks lived in Holland
By the Zuider Zee.

Italy:

I'm from the land of the Romans,
The land of music and song.
If you guess that I'm from Italy
You won't go very far wrong.

United States:

"There are many flags in many lands,
There are flags of every hue,
But there is no flag however grand
Like our own Red, White and Blue.

"Then hurrah for the flag!
Our country's flag,
Its stripes and white stars, too.
There is no flag in any land
Like our own Red, White and Blue."

Another Little American:

I thought that foreign children
Lived far across the sea
Until I got this letter
From a boy on the Zuider Zee.

(Looks at boy from Holland and holds up a letter)

I thought that foreign children
Lived far across the sea
Until I got this letter
From a boy in Italy.

(Holds up letter. Looks at Italian boy)

(Reads)

"Dear little foreign friends,"
they say
'Tis plainly written thus.
Now I wonder which are for-
eign,
These other children or us?"

(Indicates foreign children and Americans with gesture of hand)

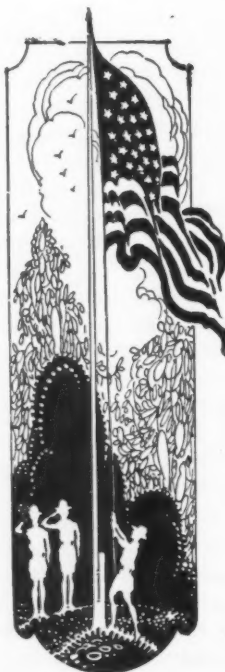
"Stand and salute the flag and
sing America."

What Suggested the Activity?

A little poem of two verses which the teacher read to her B4 group. The poem was in a leaflet containing suggestions for celebrating National Good Will Day. It was sent out by the World Friendship Committee of the Los Angeles City Schools.

How It Grew

The class was quite cosmopolitan. One little boy was a native of Italy, another of England and a



third of Scotland. Many of the parents were native Europeans.

The suggestion that each pupil draw a different flag met with enthusiasm. Soon we had 38 colorful flags drawn on 9 by 12 manila paper.

The class as a whole next tried composing suitable rhymes. The costumes of different countries were discussed and pictures brought in. The art lessons were based on scenes and on people in native attire of lands studied in B4 geography. Folk dances of a few countries were found to be suitable.

May 18 arrived and as our contribution to the program the B4's staged their activity. That all might have the joy of participation, each member carried the flag he had made. These flags made a colorful background for the performance. In appreciation for her help, we loaned the flags to the librarian of the La Cienega branch library. She used the flags for decorative purposes in the library for the week of Flag Day.

The sixth grades were busy with a Good Will activity. They carved a beautiful miniature of the Los Angeles city hall out of soap. They made and costumed dolls to represent the different nationalities living in Los Angeles. These tiny dolls standing in front of the city hall carried their native flags.

Upon request the best B4 artists and writers made an attractive booklet of our flags and rhymes to accompany this exhibit.

* * *

California Redwood Park

Big Basin—Santa Cruz Mountains

EMMA G. BECKETT, *Los Angeles*

IT was the call of the wild and nature
That beckoned me on to seek
This wonder spot in the mountains,
God's paradise complete.

Where the tall, majestic redwoods,
Towering from stream to sky,
Stand guard like eternal sentinels,
Symbolic of immortality.

Where the blossoming wild azalea
Fills the air with perfume sweet,
And lures with a kiss the sun's warm ray,
To linger awhile, to dance, to play.

Where the nymph-like shadows,
As they rise and fall
On the mossy green rocks in the brook below,
Reflecting like diamonds from out of the sky,

As soft zephyrs murmur
Their song notes sublime.

Hark to the wind, having heard music low,
Comes creepingly stealing and onward it goes,
From ocean to mountain down hillside steep
Till lost, then embraced, in God's wondrous
retreat.

Calmly it wanders, on through shady nook,
Where the bluejay its welcome in ecstasy shrieks;
And the gracious sword fern nods its head in
repose,
As peacefully, serenely, onward it goes.

Now come reflections from shadow-lands shrine,
Subduing the echoes of the ceaseless wind,
Luring it soulfully up leaf-covered trails,
Blending with twilight's soft, misty rays.

And now all's at rest, save the babbling brook,
And the petals that fall from the shrub in the
nook;
And the moon and the stars in supremacy reign
O'er that spot in the mountains—
God's one perfect plane

* * *

National Book Week

"Books For Young America" is the theme for Book Week this year, November 13 to 19. The idea at once suggests emphasis on the many books which make the record of our country a live and thrilling story.

In "Young America's Book Parade" there will be histories, biographies, books on the arts, crafts and industries of our nation. The great procession of story books starts off with absorbing tales of Indian and colonial days, followed by the hosts of popular books for which later periods in our country's history form an interesting background.

The American theme will be widely interpreted to include not only books about America but the newer type of books of information which give young people an understanding of the rapidly changing world in which we live today. The classics, too, which belong to all time and should be a part of every American child's cultural heritage, will be included in Book Week exhibits and programs in November.

An effective new Book Week poster is now being designed for distribution to schools, libraries and bookstores. This poster and a manual of suggestions will be sent to schools and clubs on receipt of 25 cents to cover mailing costs. Requests should be sent to **Book Week Headquarters, 347 Fifth Avenue, New York City.**



Oral Hygiene in the Progressive School

PHOEBE JEAN SMITH, *Los Angeles*

IS it any wonder that dentists sing the praises of America's teachers! These teachers have encouraged our children to clean their teeth regularly.

And now progressive teachers everywhere are helping a whole generation of boys and girls to have sound gums and teeth by teaching the new oral hygiene of **daily gum massage**.

The beneficial effects of this modern practice are everywhere evident. Teachers in all parts of California tell how children's gums are being kept hard and healthy through the stimulation of regular massage.

Nowadays, gums quickly suffer the consequences of the soft, fibreless foods we eat. Cheated of the work and exercise that nature intended them to have, gums grow soft and flabby. Circulation slows up.

And soon comes the "pink tooth-brush" sending out the warning of bleeding gums—and of worse disorders to follow, unless stimulating massage is brought to the rescue.

For "pink tooth-brush," left unchecked, may easily be the opening wedge that admits gingi-

vitis, Vincent's disease—even the less frequent but universally dreaded pyorrhea.

Twice-a-Day Massage Keeps the Gums Hard and Healthy

Twice-a-day massage of the gums, with tooth-brush or finger, sends the fresh blood circulating through the gum walls, strengthening the tissues and protecting them against the dangers of infection and disease.

Teachers and dentists agree that the best time to start this practice of gum massage is during childhood, while the gums are still hard and healthy.

THEY concur with the well-known dentist who said, "If a man or woman reaches adult life with clean, healthy gums, he will probably keep them so for the remainder of his life."

Teachers should explain to their children how important it is to massage their gums each time they brush their teeth.

The oral health which these children will enjoy for a lifetime will be magnificent proof of your praise-worthy patience and care.



The progressive teacher helps to insure the future soundness of her pupils gums and teeth by demonstrating, in an interesting way, the proper method of gum massage.

The Stereograph As a Visual Aid

HELEN ELOISE HICKS, *San Diego*

DAWN of the use of visual aids to education was many years ago when the writers of text-books began to use illustrations in the form of more or less crude woodcuts. Indeed, one antique reader, a John Pierpont "Young Reader," dated 1830, sets forth on its frontispiece the thought that, "Prints as well as models were used to enlarge his ideas of visible objects" (Edgeworth).

During the intervening years the idea of using visual aids has grown steadily. However, it is only in quite recent years that the movement has developed to any great degree of perfection; but this it has done, and no other movement in the educational world has been of greater value.

The types of effective visual aids are many. There are exhibit set-ups, models, globes, maps, posters, flat pictures of all sorts, moving pictures, still films, stereographs, stereopticon slides, et cetera; all of unquestionable value and no one to be considered worthless by the far-seeing educator.

Not one is educationally complete in itself, but the various forms should be correlated, for each has a definite need of the other in education.

Before proceeding further it might be well to explain the stereoscope, even though it is a machine more or less familiar to the average person. It is an instrument through which one looks to view the stereograph. It is very simple and consists of a rack to hold the picture, a hood to exclude light and other distractions, and two refracting lenses separated by a partition to keep each eye from seeing the picture for the other eye, these lenses causing the light rays to appear to come along parallel lines from a distance rather than from a converging point just a few inches from the eyes, thus giving the impression of depth or the third dimension.

The stereograph itself is not, as is usually supposed, two identical photographs. It is, rather, two slightly different views of the same scene taken at the same time with a special camera and mounted on cardboard. The combination of these two pictures as seen through the stereoscope gives the view as it would be recorded on the retina of a person standing in the spot occupied by the camera when the pictures were taken.

The stereograph makes teaching more effective in that it conveys the most realistic and vividly accurate concepts to the minds of the pupils. This is due largely to the illusion of the third dimension which gives form and perspective and a feeling of intimacy, or a sort of

vicarious experience, thereby greatly increasing the mental imagery.

The factor of perspective, particularly when color is added, increases to a notable degree the span of attention and concentration. There is a certain motivating influence that creates a desire to know more about the subject in hand.

The stereograph gives greatest freedom from distraction. When one has in his possession a view in which he is interested and has adjusted the stereoscope to his vision, he is immediately transported to the actual location of the scene and the rest of the world is shut out. The mental state resulting from this intensive observation is evident.

As a result of such concentrated and individual attention there is gained a vivid and clearly-defined perception, as distinguished from mere marginal ideas. It has often been noted that one of these pictures so carefully studied makes an indelible imprint on the mind—so much so that frequently after the passing of months or even years the exact scene may be recalled.

Then, too (aside from flat pictures possibly) the stereographs are most easily available. There are to be obtained innumerable well-selected and well-reproduced pictures and sets of pictures, made under the direction of progressive educators who are versed in the needs of the courses-of-study now followed.

Every subject is adequately covered and every state and country is represented in these sets which are made in harmony with the various text-books now in use.

These pictures are convenient to work with and to transport and are, as is quite important in the present scheme of things, most durable and least expensive. The instruments themselves are of moderate cost—in fact so much so that it is often possible to provide a sufficient number so that each pupil may have one for his own particular use throughout the year. At least each school room may keep on hand a half-dozen or so for the use of the pupils and these may be passed about the room or kept for the reference table, according to the plan that seems suitable to the needs of the class.

EXPERIENCE teaches the educators that these views may be readily and advantageously incorporated in the study of practically every subject in the curriculum. To give specific examples one may cite, for instance, **geography**.

Used with the text-book, well-selected three-dimensional photographs can give, as can nothing else, vivid and truthful ideas of the country or locality under discussion, including its terrain, its flora and fauna and its types of buildings, as well as a definite idea of its human inhabitants and their characteristics such as clothing, occupations, and method of life in general.

In **nature-study** the stereograph is decidedly helpful, particularly when the photographs are colored. Nothing could give a more truthful delineation of the details of an unknown plant or animal than a correctly colored three-dimensional photograph of the actual object or of an authentic model of it, as in the case of prehistoric creatures.

In **history** its usefulness is also recognized. There are available views of any and all historical scenes and locations and of the settings, characters, costumes and trappings of great events, some of the latter, however, being of necessity photographs of scenes in motion picture films or of pageants of historical events.

This is likewise true of the study of **literary works**. While this particular phase is, perhaps, not so highly developed as it might be, the use of the stereograph makes for a more realistic atmosphere for a deep understanding of the selection being studied.

In the subject of **civics**, with its varied branches, one can readily see the possibilities of these photographs. In no way can a better understanding of the machinery, tools and processes of the various industries and vocations and of important achievements be gained—unless, possibly, by the use of the motion picture.

By the same token, stereographs on physiological, biological and kindred **scientific subjects** are invaluable aids and provide, of course, a more economical method of instruction than through the use of expensive and often unobtainable large pictures, models, specimens and the like.

And in **art** one may instantly appreciate the fact that nothing but a three-dimensional photograph can portray masterpieces of art, whether they be beautiful buildings, sculptures, pottery or paintings, in their true proportions and beauty.

METHODS of presenting these pictures naturally suggest themselves, though it will be seen that they vary with the number of machines on hand, the capabilities of the class, the inclination of the teacher and so on. Among methods the following are found to be equally productive of results:

In an advanced and more self-reliant group a sort of outline may be worked out as a guide to

study and the illustrative stereographs may be placed on a reference table for examination during the study period and later reported upon. In some instances duplicate lantern slides may be secured and shown to the entire class when a pupil makes a report on his own particular assignment; unless, as is sometimes the case, all see the same stereograph and all write on the same topic.

In a group of younger children, either when each child has his own machine or when there are but a few to the room, the "Five-row" plan is expedient. Usually but five pictures are shown at a time (there are seldom more than six or seven in a set). Beginning with the first child in each row each child is allowed some minutes (three to five usually best) on a picture, so that he can study the view and not be interrupted until he has finished to his entire satisfaction.

At a signal from the teacher he passes the photograph to the pupil behind him, or, as is sometimes planned, to the child across the aisle, who in turn studies it thoroughly. In the meantime the children not engaged with pictures are quietly reading or else writing reports or brief statements regarding the pictures they have just seen.

In the case of very small children they talk about the pictures when questioned later by the teacher—and in this instance but one or two pictures should be shown at a time and very few points emphasized, for, otherwise, confused impressions are apt to result.

The stereograph is invaluable for the teaching of defective or retarded pupils. These children are with difficulty reached to any great extent through the spoken or written word and they require concrete illustrative material to stimulate their interest and understanding.

At any rate, aside from the retarded children, pupils should always be held to account for an expression of what has been learned through the picture study. Otherwise the handling of the pictures is apt to resolve into a mere aimless and idle pastime from which nothing is gained.

Nevertheless, a few interesting stereographs might be placed on the browsing table for examination during free periods. It will be found that, even though these pictures may not be a part of the formal study, the children gain in general knowledge and interest through their leisurely examination of them.

IN conclusion, it appears that the field of the stereograph is limited only in the limitations of the views manufactured. There is no line of education and no age, from the primary grades on through the university, in which the stereograph does not find its place. As the perfecter of this ingenious device, the great Oliver Wendell Holmes, said, "The stereograph is the card of introduction to make all mankind acquainted."

School Room Decoration

ANNA DETJEN, *State College, Fresno*

DECORATING may involve removing as well as adding things to the school room. Many school rooms would be far more pleasing if the teachers would attempt to beautify them by removing undesirable articles and rearranging others instead of adding more objects.

The school room is essentially a background; the children and their activities are the center of interest. With this in view we should plan and arrange the school room.

School rooms are generally of a restful, quiet, neutral color such as tan or grey. Because they are of neutral colors they are comparatively easy to decorate since neutral colors fit into almost any color scheme. This, however, does not mean that any color scheme might be used satisfactorily. For instance, a brilliant red-orange would probably be liked by children but it would be too brilliant for decorating a room, and it would soon become very tiresome. The cool colors: yellow-greens, greens, blues and blue-greens are preferable. Blue-purple is also a cool color but it is a depressing one and therefore we can use only small amounts of it.

Curtains Can Add Beauty

Curtains can be used to add a bit of color to the room. They are not generally found in schools; but they might sometimes be necessary to diffuse a glaring light, to achieve the effect of sunshine in an otherwise gloomy room, and to make less obvious an objectionable view.

Their color is to some extent determined by the exposure of the room. North rooms demand sunny colors: yellow, yellow-green, and green, while south and west rooms are relieved of a glare through the use of blue, green and various combinations of the two. Tans and greys are also good.

When choosing drapes be careful not to get them too aggressive in color. If they are to be patterned we should choose the pattern with relation to the size of the room and the amount of material to be used. Large rooms can stand patterns on larger scales; the smaller the room the smaller the figures. Stripes and geometric forms, in general, abstract pattern, is preferable to pictorial design, since abstract pattern does not call so much attention to itself.

The texture of the material for the drapes should be of such a nature that it will not destroy the dignity of the room. For instance,



An attractive and well-built California rural school, with its group of happy pupils.

velours and velvets would be very inappropriate. Coarse linen-like fabrics are more consistent with the character of the room. In the thin materials, theatrical gauze, either dyed or natural, alhambra cloth or other material of a similar nature are excellent. In the heavier opaque materials, monks cloth, homespun or dyed unbleached muslin are good. Whatever the material we choose, it should be of a nature that will admit of frequent washing or cleaning.

Rooms are built on horizontal and vertical lines; therefore, in order that our decoration be pleasing, we should see that the placing of our furniture and arrangement of the curtains carry out the simplicity of these lines and that all the lines are harmonious with each other.

For this reason curtains should hang vertically; they should not be brought to the side with a tie-back. If by hanging vertically they shut out too much light, they are unnecessary and we had better remove them. Tables, bookcases, cupboards and the teacher's desk should be placed parallel to the wall. By placing them at angles in the room we only complicate the arrangement and cause an inharmonious effect.

WHEN placing pictures on the wall we should consider each wall as a unit; each should be balanced and each should have a center of interest. This may be done by group arrangement. By having a row of pictures of the same size placed at very regular intervals, we soon feel bored with the monotony; but if we group the pictures properly we get a center of interest and a variation that is pleasing.

We should also consider the types of pictures that we group together. Pictures in bold color and technique should not be hung beside pictures of delicate handling; nor should pictures

1. Note that educational considerations may require that the ideal artistic arrangement be sacrificed to hygienic requirements.

with poster paints, pen and ink drawings, and water colors be placed in the same group. These pictures will sometimes need to be framed, or more often matted.

If they are framed the frame should be simple in design and quiet in color. Frames with stiple clay decorations are not good because they detract from the picture; the frame should supplement the picture; it should not attract attention to itself.

When children's work is matted the mats should be non-aggressive in color; for the most part, greyed color schemes are most effective. Displays of children's work should be changed often in order to give all the pupils a chance to have their work exhibited and uphold their interest in the exhibits.

Pictures Should Be Hung Low

Pictures should be hung low enough for children to see conveniently. Too often pictures are placed high on the wall; and, if little children are to see the pictures, they must get off at a distance; and then, unless the pictures are very strong in design and color, they will not carry across the room and the children will be unable to enjoy or appreciate them.

Pictures in the school room should always be of the type that the children in the room are capable of enjoying. Do not put up copies of masterpieces and expect children to appreciate them. They can learn to enjoy harmonious colors, good proportion and spacing, and the balanced composition of magazine illustrations or their own work more readily than they will the color and composition of some old masterpieces in which they are not interested.

When flowers are brought to school they are often of several varieties and many colors. When these mixed bouquets are arranged in bowls and vases, one kind and one color of flower should predominate. Long-stemmed flowers should be arranged in radiation, and short-stemmed ones in compact bouquets, but never have so many flowers in a vase that they look crowded. Flowers, bowls, and mats should harmonize.

Vases and bowls should have a simple, pleasing shape; and, if they have designs on the surface, the design should be subordinate to the bowl. Highly decorated vases are undesirable because they call attention to themselves when we want to see the flowers. Also, we should be careful to choose a bowl that is suitable to the kind of flower to go in it; a very massive vase

would be suitable for large chrysanthemums but very inappropriate for sweetpeas.

BULLETIN-BOARDS should show good taste in arrangement as well as convey information. We are more apt to notice announcements on an orderly, well balanced, neat bulletin-board than on a disorderly one without margins, where the announcements are crowded together and do not look attractive. Advertisers long ago learned this and consequently they now spend thousands of dollars every year for designing attractive advertisements that easily and quickly catch our eye. The posters and announcements should have margins; usually the least space is found at the top and the greatest space at the bottom. The lettering used should be simple, distinct and horizontal, never diagonal.

We should invite the children's help and suggestions in arranging the school room. They not only enjoy it, but they can also learn how to arrange the room artistically if they are given guidance by a teacher who considers school room arrangement in view of good proportion, order, utility, balance, harmony and beauty.



Red Cross Annual Roll Call, November 11-24



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"I have just reviewed Pathways in Science, Books III and IV. This is certainly the finest piece of work I have ever seen done in any science reader. It is not only a rich course in science, but a splendid reading program. . . . I shall certainly recommend these books most highly wherever I am given an opportunity to do so. I wish to state again that they are the finest piece of work that I have ever seen, and I am sure that they will meet with great success."

ALMA LEONHARDY, Assistant Supervisor, Los Angeles City Schools.

"Permit me to congratulate the authors of Pathways in Science—far and away the best series to date in the elementary science field. Science readers by such authors in collaboration, graded as to sequence, based on developing interest, built on previous knowledge, checked for vocabulary, well illustrated, attractively bound, can hardly fail to be successful."

HARRINGTON WELLS, State Teachers College, Santa Barbara, California.

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Book Notes and Reviews

Teachers are cordially invited to contribute brief notes concerning literature which has been helpful to them.

School Library Yearbook

VALERIE WATROUS

Office of Superintendent of Schools, Los Angeles

NATIONAL in its scope, and of value to every school principal and librarian, whether in the grades, the secondary schools, or teachers colleges, is the fifth School Library Yearbook of the American Library Association.

This new book offers a more comprehensive analysis of school-libraries than has been attempted in the past, and represents the thought of educators throughout the country on this subject.

Preparation of the material, together with editing of the copy, was placed in the hands of Jasmine Britton, supervisor of the school-library in Los Angeles. Miss Britton, in a new administrative reorganization program, has recently been placed in charge of all libraries, from the elementary division through the junior college, in the Los Angeles city school district.

Included in the three parts into which the fifth yearbook has been divided are outlines of the standards set up by the school-libraries committee of the American Library Association. The second section contains studies and descriptive articles which have as their purpose the aid of individual librarians in developing their own libraries.

The third division of the new volume offers a bibliography of books, periodicals, and articles, that have been published between July, 1928, and June, 1932, together with a directory of school librarians.

In the analysis of standards, contributors to the fifth yearbook have brought out the fact that they should be sufficiently flexible to meet new conditions and local situations; and that they should stimulate continuous growth. In the past, standards have been set up without regard to scientific studies, but it is believed by educators that scientific study should precede the setting up of any standard and it is expected that the next revision of school library aims will be evolved from such studies.

Space has been given to the discussion of school-library finance and to a study of school-library budgets. The former is the work of Thelma Eaton of Bloomfield Hills, Michigan.

The present economic situation has made it imperative that all school expenditures be wisely planned. In the study of budgets Marion Horton of the Los Angeles city school library has presented many points that should be of interest to others in this field.

OTHER contributors are Alice R. Brooks, Drexel Institute of Library Science, Philadelphia, and Mary Lytle of the Ballard High School, Seattle, who has made an excellent study of centralized cataloging. The methods of cataloging that have been worked out for school-libraries of Seattle and Los Angeles will prove useful to others facing the problem of cataloging for several schools in one city.



The entire volume contains much informative material of value to school administrators and each of the subjects presented was selected after careful analysis of known needs and the many points to be covered.

* * *

Two Social Science Books

China Today: Economic, by J. B. Condliffe, a volume of 220 pages, is published by World Peace Foundation, 40 Mount Vernon Street, Boston, Mass.; \$2.50.

In this book Dr. Condliffe, who was for several years research secretary of Institute of Pacific Relations, and was called from that post to secretariat of the League of Nations to undertake the task of preparing the League's world economic survey, examines the basic economic realities of present-day China.

Major Units in the Social Studies for the Intermediate Grades, represents the work of the staff of the intermediate grades of the elementary schools of the University of California at Los Angeles, headed by Charles W. Waddell.

This valuable illustrated volume of 400 pages is published by the **John Day Company** of New York and is worthy of careful study and use by all teachers in this field. California can be proud of this monograph.

Secondary Education in the United States

A review by W. P. CRAMSIE, Principal, Burnett Junior High School, San Jose

THIS book was published in January, 1932, by the Macmillan Company. It is in 8vo. form, contains 16 pages of front matter, 419 pages of text, and 9 pages of index. This book is attracting much attention in California owing to the fact that the author, William A. Smith, is associate professor of education in the University of California at Los Angeles and is known to Californians as the author of "The Junior High School," and "The Reading Process," and to the further fact that the introduction has been prepared by Dean W. W. Kemp, School of Education, University of California at Berkeley.

The book is written for the high school teacher. It traces the rise of the American secondary school system and interprets its developing function. It is the author's idea that teachers in the democratic secondary school should be much more than mere subject-matter instructors and administrators of routine. To this end they need broad understanding and deep appreciation of the institution in which they are working.

THERE is a freshness of treatment about this book. Occasionally there are sentences that rise up before the reader with something of surprise. For example, on the first page of the author's preface one reads that "the dominant note in our civilization has always been humanistic rather than material." That, understand, in the face of the fact that we have been called dollar-chasers and materialists for many decades.

Our Faith in Education

Furthermore, the author goes on to prove it. He shows that our colonial forefathers, as we must admit, shuddered at the thought that learning might be buried with them. He points out that with the coming of the industrial revolution our ancestors were already taking measures to prevent learning being regarded as the prerogative of a select few. So, after a century of tremendous material progress, we may also claim that there is no country upon the face of the earth so devoted to extending the benefits of a democratic secondary education to the youth of all the people.

Let us quote again one of Professor Smith's striking sentences: "America is the first country to try to educate the democracy who rule her." America has not been content with the ordinary stock-in-trade that represents the scope of the

elementary school. It is the secondary school, through the inspired high school teacher, that starts in the youth of America the views and aspirations of **a new world order**, a world order based upon the recognition of the dignity and worth of every man.

Secondary Education Essential to Democracy

It is not surprising, therefore, that we find in this book a complete and meaningful account of the role of secondary education in democracy, of the historical and comparative backgrounds of the American secondary school system, and of the specific problems of secondary school teaching.

The treatment of the history of secondary education is from a new point of view; that is, it undertakes to show that the evolution of our secondary education has corresponded to changes in our economic, social, and political life.

The book is simple and readable in style and impersonal in tone. It prefers to stimulate the readers rather than to impose upon them the author's special viewpoints. Yet there is no doubt where the author stands.

Of special benefit just at the present time are chapters 9 and 10 which deal with junior high school curricula and the upper secondary school curricula.

FINALLY, the author has made use of the most recent investigation and experiments in the secondary school field and he has not hesitated to recognize the works of others that have been outstanding contributions, notably Morrison's "Practice of Teaching in the Secondary School, revised."

The chapter titles reveal the structure of the book, proceeding from the historical background through the fundamental issues that underlie our secondary school practice to the problems of the curriculum and practices of teaching.

Teacher Certificate Examination

A. A. Macurda will conduct a class this Fall in preparation for Teachers Certificate Examination, December 17.

Beginning October 11, classes will be on Wednesdays and Fridays, 4:30 to 6 p. m.; Saturdays, 9 to 12 a. m.

CUMNOCK SCHOOLS
5353 West Third Street, Los Angeles
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World Unity

(Continued from Page 6)

standards of groups which would tend to inspire and unify peoples of different races and nationalities.

Here then lies an opportunity for worthwhile constructive educational work of the right sort. The real pioneer work has been done with the thousands of schools, churches, clubs, and theatres which are already equipped for showing stereopticon slides and motion-pictures.

The educator's duty lies only in the organization of a definite campaign and the production and classification of suitable material which will teach the truth and inspire a sympathetic feeling for all peoples of the world.

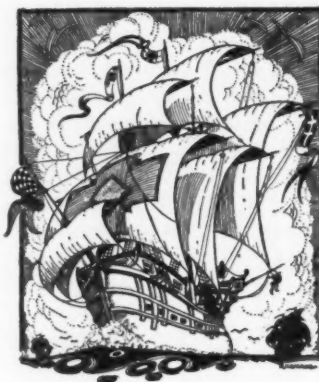
Can our own country lead in this great and righteous war? Can we first see that a thorough and fundamental course of **world geography**, broad in scope and human in treatment, be offered to every student in high school and college.

Secondly, can our educators and motion-picture producers co-operate and assemble definite sets of pictures especially adapted for **teaching the truth** about this wonderful old world in which we live, the truth about our foreign neighbors near and far? Thousands of feet of valuable film are lying idle in vaults, serving no human being. Why can't we use it?

Thirdly, can every school, every club, every church in our fair land begin with a definite constructive program, emphasizing the good and beautiful of every nation and every land? Such programs may be enriched with foreign speakers and with the best of such pictures—stereopticon slides and motion-pictures—as are available, so that every lesson will leave an abiding interest in and a deep sympathetic understanding of every group of peoples in the whole wide world.

Goode's School Atlas

A SCHOOL Atlas which has had wide use is Goode's School Atlas, by the late J. Paul Goode of the University of Chicago. The publishers, Rand McNally, have brought out the **fourth edition** revised and enlarged; physical, political, and economic for American schools and colleges.



This beautiful and substantial volume of 300 quarto should have a place in all school and reference libraries. The Pacific Coast offices of Rand McNally

Company are at 559 Mission Street, San Francisco; the manager is A. A. Belford.

Many people remember Dr. Goode for his spectacular prophecies. Among them were that New York and Chicago would be united by suburbs by 2060, that Chicago would have a population of 10,000,000 by 1953, that the large cities in this country would disappear by 2115 when Northern Africa would be the new industrial center.

Already impartial observers regard the fourth edition as a new and higher standard in the teaching of geography. It gives to the American student the entire world through the American viewpoint, and it stresses American institutions and American customs where other atlases have emphasized European institutions and European customs.



Placerville in the heart of the Mother Lode country, California Sierras, as it appeared in the days of the Forty-Niners.

A Character-Education Activity Program at Work

EDUCATIONAL activities related to civic righteousness continue to grow. In the East Bay during summer vacation, and entirely outside of school, there developed an interesting co-operative movement. Groups of young people began to discuss phases of the war against alcohol, law enforcement and similar subjects.

Then the young peoples christian council of the county arranged a schedule of debates, and another schedule of declamation contests. The latter were for high school ages; the former for those above high school age.

The county was divided into five geographical areas. After a succession of intra- and inter-group contests in the areas, the semi-finals were held in July and August. The winners from the various areas competed in finals held at the Y. W. C. A. auditorium in Oakland.

Other contests are now going on, in visual aids. These consist of competition in making cartoons, in mounting and coloring selected pictures and sloganizing same, in adapting pictures to civic ends, in devising various forms of graphs from facts studied, and in other forms of visualization.

Vacation schools began these methods, which are being continued in other schools. Guidance has been given through officers of the East Bay S. S. Superintendents Council and through the East Bay Conference of Dry Organizations, officered by Chairman Earle G. Linsley and Secretary Walter L. Runyan, together with a number of school principals and teachers. The secretary's address is 1553 San Lorenzo Avenue, Berkeley.

California Kindergarten-Primary Association

NINTH annual meeting of California Kindergarten-Primary Association will be held in Berkeley, November 25 and 26, with headquarters at Berkeley Women's City Club.

Important features of the sessions include the discussion of recreation and health as contributing factors in the physical and mental growth of the child.

Mothers will discuss play as a vital part of the child's development in the home; teachers and principals will discuss play as it enters into the dramatic situations of the classroom. Directors of physical education and hygiene will discuss play on the playground.

At the joint banquet meeting on Friday evening with the Pacific Coast Nursery School Association, Dr. V. H. Podstata will discuss neurotic trends in the pre-school child.



An **American Education Week** booklet, 16 pages, "Message to Parents," may be secured from N. E. A. Division of Publications, 1201 Sixteenth St. N. W., Washington, D. C., price \$4 per hundred. Many California schools will use this valuable tiny brochure.



Who Will Pay the Doctor, the Nurse, and the Board Bill, When You are Sick or Injured?

This is the question you must decide, and you are deciding it right now—whether you will continue to carry the risk of financial loss and embarrassment in time of need, or whether you will let the T. C. U. assume the risk and share the burden when the loss comes.

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It is an actual fact, proven by the records, that every year one out of five teachers suffers enforced idleness and loss of salary through Sickness, Accident or Quarantine.

You may be that unlucky fifth teacher this year. Why take the risk of being compelled to use up your savings, or to run into debt, to carry you through a period of enforced idleness, when the T. C. U. stands ready to bear the burden?

What the T. C. U. Will Do For You

The Teacher Casualty Underwriters is a national organization of teachers for teachers. For the small cost of less than a nickel a day, it will assure you an income when you are sick or quarantined, or when you are accidentally injured. It will also pay you Operation and Hospital Benefits.

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"Many thanks to you for your promptness in sending this check. It certainly gives me a feeling of security to be associated with an organization which is so fair and sympathetic to its members."—Adelaide Bray, Los Angeles, Cal.

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California Polytechnic

(Continued from Page 11)

also centered here at California Polytechnic where the annual summer session is held for teachers of agriculture throughout the state and also the final state judging contests.

One of the most advantageous and satisfactory elements in the reconstruction program is the employment of two co-ordinators, one for each division. These men will visit the various places in the state where agricultural and industrial operations are carried on, establishing connections with the owners and proprietors, learning what employers wish in the way of training and preparation for their employees, and bringing that information to the institution to direct in the organization of curricula and instruction, but best of all finding employment for boys who have satisfactorily completed the prescribed training at this technical institute.

WHILE technical and semi-professional training are emphasized, the cultural and character building qualifications are by no means overlooked. Dormitory life with more or less of self-government is excellent training for citizenship. Related mathematics, science and English, with journalism, glee club, band and orchestra all contribute their part in developing the well-rounded productive citizen.

Valley Forge

Written by Crawford Millar, seventh grade;
contributed by M. Gwendolyn Flack, Teacher of
English, Elsinore Grammar School.

HOWLING winds and flying snow,
Dying fires, burning low,
Hungry men and weak,



Freezing in the rain
and sleet,
Lying in their huts
so rude
They prayed to God
to send them
food.

Proudly their lives
they gave
For a flag that shall
ever wave.
Their gallant cap-
tain true
Great suffering also
knew.

Washington at Valley Forge,
Revere that man!
Revere his name, his armies, too,
They suffered patiently to make for you
A land of peace, love, and joy!
Revere them, every girl and boy!



California Polytechnic School
The electrical department, where all phases of practical electrical work are taught.

New Western Books

ROY W. CLOUD

SEVEN new California or western books have come to us for review during the summer. They are:

Outpost of Empire by Herbert C. Bolton. A monumental account of Anza and the founding of San Francisco. This epic volume was awarded the Commonwealth Club 1932 gold medal for literary merit. Published by Alfred A. Knopf; price \$5.

Early California Costumes 1769-1847 by Mackey & Sooe, published by Stanford University Press. This valuable monograph illustrates and authentically describes the various types of costumes worn in the early days. It will be most useful for all who are interested in accurate accounts of the early modes.

Historic Spots in California by Hero Eugene Rensch and Ethel Grace Rensch, published by Stanford University Press, 1932. This book is sponsored by the California Conference of the National Society of Daughters of the American Revolution. It contains a fund of most interesting material concerning well known and little known places in California. It has 267 pages and retails at \$2.50.

Joaquin Miller, the Frontier Poet, by Merritt P. Allen, is one of the Long Rifle Series published by Harper & Bros. It contains the interesting story of the life of California's famous poet. A hurried reading indicates that most of the material is based on fact. It is interesting reading and retails at \$1.

William Walker, Filibuster, by Merritt P. Allen, is another of the Long Rifle Series. In it the story of the filibuster activities of William Walker is told. It also tells in a graphic manner interesting details of western history. The price is \$1.

Riders From the West by George Charles Kastner is an epic of the four Indians who in 1831 went from the Nez Perce country to St. Louis and there conferred with the governor. Their impressions and ideas are recorded entirely in verse.

The book is published by the Metropolitan Press of Portland, Oregon, and is listed at \$1.50.



Westward to the Pacific by Marion G. Clark, director of elementary and junior high schools in Montclair, New Jersey, published by Charles Scribners & Sons, is a history in story form which will be of very decided interest to western children. It begins with a simple history of the United States and pictures the westward movement of civilization and its bearing on the Pacific Coast. It also deals with the Spanish-American war and its effect upon the Pacific islands. It is illustrated with many interesting photographs.

Two bulletins published by the University of California and bound with paper cover are the **German Colonization of Anaheim**, California, by Hallock F. Raup, and **Land Forms of San Geronimo Pass, Southern California**, by Richard Joel Russell. They are both illustrated and contain maps of the territory described. They should be of very great value to any one teaching the geography of the sections covered.

* * *

Elements of German—First Year, by Greenberg and Klafter, is a well-prepared modern text of over 300 pages published by Doubleday Doran and Company.

Humor For the Lower Grades

LAURA BELL EVERETT, Oakland

*"Their only conception of humor is the comics."
"Books mean nothing to them; nothing in print appeals except the Sunday supplement."*

WE have all heard the complaints. We know how difficult it is to interest some students in books. Perhaps we begin too high. Perhaps we should bridge early from the ubiquitous comic supplement to such books as "The Cruise of Mr. Christopher Columbus."

Any grade from the third to the sixth, and I decline to guess how much beyond, will greet with joy the 70 illustrations with the story of the great discoverer somewhat humorously told in a few lines of large print on each page.

To many a child the volume with the handsome jacket and the many pictures reassuringly like those he prefers, may bring a new recognition that books contain something for him.

The author-artists, Saydebeth and Anson Lowitz, are known by their earlier book, "The Pilgrim Party," which presents the Pilgrims as real people, appealing to children.

1. Published by Ray Long & Richard R. Smith, contains 70 pictures, some in color; listed at \$1.50.

Astronomy in High School

LELAND J. LEASE, *Glendale High School, Glendale*

IN summer school not long ago, in a group of science students, it was proposed to introduce astronomy as a high school subject. Immediately their hands went up in horror! It was too difficult and too mathematical for high school students! Perhaps as taught in college and in some of the higher texts, this might be so! An analysis indicates, however, that there is a definite place for the right kind of astronomy in the high school. It is the purpose of this writing to set forth some of its values.

In the high school age many of the students are beginning to wonder what life is all about. One of the important aims of high school is to help the student find himself in the scheme of things. This is the age when there are often religious problems to answer. He wonders what is beyond this earth of ours. He may wonder why he is here and what is man's place in this great order.

Many thoughts go through his mind that we on the outside never learn about. Astronomy offers a very fine opportunity to help the student realize his own significance and to set him to thinking about what is in the depths beyond.

Many students pass through high school and then through life unmindful of a golden opportunity to learn to more fully appreciate their nature environment. High school is a fine time to learn something of the worlds beyond our own tiny planet. Since many end their formal schooling with the high school, the door must be opened then or they will be likely to go through life with most of these enjoyable mysteries as closed doors to them.

The Delight of Knowledge

It is a delight to go out in the open at night and to look up, call the constellations by name, think of what the names mean, to name the more prominent stars, to follow the planets through their courses and to contemplate that the Milky Way is made up of distant suns.

Who does not thrill to the realization that as he gazes into the Milky Way he is looking at great suns whose light started toward the earth at a rate of 186,000 miles per second and yet are so distant that this light started perhaps before the Pharaohs ruled in Egypt!

Our magazines and newspapers are printing many articles about astronomical subjects. These articles require a background to fully appreciate them and to give them intelligent

analysis and acceptance. High school is an excellent place to furnish this background.

All of us like to stretch our imaginations and contemplate in wonder the spectacular and the immense. Astronomy allows so much room to do these things. Astronomy has been called the king of sciences.

These reasons led us to introduce astronomy into Glendale high school. We planned to give the student an opportunity to really appreciate a subject without a lot of outside work. We try to give him a small number of large concepts and to unfold to him the scheme of things as much as we can.

We are getting him to look up at night and recognize "friends" there in the sky, to know something of their significance and to feel that here is something that will be interesting and a companion for life!

OURS is a "popular" astronomy. We borrow bits from many branches of science and show how man uses them in his quest for further knowledge. We use very little mathematics, nothing beyond first year algebra and some bits of plane geometry.

We teach a great part of the subject by the lecture-explanation-discussion method, supplemented by readings from books. When we looked around for a suitable text-book we could find none because there is none for just this kind of a course, therefore we had to use the above plan of presentation. Our main supplementary book is Sir James Jeans "The Stars In Their Courses," which is a very good up-to-date presentation of the structure of the heavens and written in a style to build real concepts, a trait that many text-books fail to do.

We have an excellent 4-inch refracting telescope and we have occasional evenings at the school when the class members may come and look at the heavens. They enjoy this feature so much and it gives them new views into the depths of space.

Our aims are:

1. To give the student a broad background of understanding and an open door to a field of enjoyable knowledge that he can pursue and enjoy anywhere throughout his life.
2. To help the student realize his significance in the universal scheme.
3. To let him read and criticize current periodical astronomical literature intelligently.
4. To give the student a hobby to use for his own pleasure and a topic that is good and interesting in most any company.
5. To lead the student to use his imagination, to lead him to ponder and to arouse his appreciation of the Great and the Infinite.

Our course is for one semester. This is our

third time to give the course and enrollment is increasing. In our first class one girl has built a 6-inch reflecting telescope, doing all the mirror grinding herself and turning out an excellent job. There are some boys in the second class who are doing similar work. When students spend the long tedious hours to grind a lens surely they must feel that there is something worthwhile urging them on.

Astronomy is offering a golden opportunity to the right type of teacher to offer one of the most appreciated and valuable courses a student can get during his high school life.

Astronomy in high school? Surely, yes!

* * *

A Noted Californian

Harr Wagner, head of the Harr Wagner Publishing Company, editor and publisher of the Western Journal of Education, and author of biographies of Joaquin Miller and John C. Fremont, recently lectured before the League of Western Writers.



Harr Wagner

Committee on Child Development, National Research Council, 2101 Constitution Avenue, Washington, D. C., publishes the journal, Child Development Abstracts and Bibliography. Volume 6 is the current volume. Each volume comprises six numbers a year with subject and author indices, and a yearly cumulative index. This material is devoted primarily to research in child development and is of practical help to all workers in this important field.—Beulah Brewer, Secretary, Committee on Child Development.

AN OUTLINE OF

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155 SANSOME STREET, SAN FRANCISCO, CALIFORNIA

A Festival Activity

MADGE FOSTER, *Music Instructor*
Durham Elementary School

THE activity program has been discussed from numerous angles and it seems to be agreed that an activity should include all phases of work.

Durham elementary school has completed a unit of work in which the entire school was represented.

The lower grade youngsters presented an operetta "Mother-Goose May-Festival" by Genevive Elliot. The scene was in a broadcasting station. All Mother Goose songs, dances and rhymes that had been learned in daily work were used in that program.

The upper-grade children are formed in a glee club and have 20 minutes a day for their work. They presented "Treasure Chest" by Otis Carrington.

The different departments of the school handled the units of work suitable to their department. Art classes made posters for advertising; sewing class handled the costumes; manual training made stage scenery and prepared the stage for the productions; dances were instructed by the folk-dancing teacher. Most unusual was the elementary school orchestra that played the entire musical score for the produc-



tion of "Treasure Chest," the solos being accompanied by stringed instruments.

The enthusiasm of the children and the splendid co-operation of students and teachers succeeded in making our evening's entertainment one to be long remembered.

* * *

William Morrow and Company, publishers, 386 Fourth Avenue, New York City, have recently brought out two particularly charming, illustrated books for small children,—**Max and Moritz** by Wilhelm Busch, and **How It All Began** by Janet Smalley. These volumes are abundantly illustrated in the modern style and will delight all children. Prices, \$2.50-\$1.75 respectively.

County Teachers Institutes

and C. T. A. Section Meetings

By Counties

Alameda County—Nov. 21-23; Oakland.
Amador—Nov. 21-23; jointly with San Joaquin County at Stockton.
Bay Section—Nov. 21-23.
Butte—Sept. 12; Oroville.
Calaveras—Nov. 21-23; with San Joaquin County at Stockton.
Central Section—Nov. 21-23.
Central Coast Section—Dec. 19-23.
Contra Costa—Nov. 21-23; Oakland.
El Dorado—Nov. 21-23; Sacramento.
Fresno—Nov. 21-23; with Central Section at Fresno.
Humboldt—Oct. 23-25; meets with North Coast Section at Willits.
Imperial—Dec. 21-23; El Centro.
Kern—Nov. 21-23; Bakersfield.
Kings—Nov. 21-23; with Central Section, Fresno.
Lake—Nov. 21-23; with Bay Section, San Francisco.
Los Angeles—Dec. 19-22; Los Angeles.
Madera—Nov. 21-23; with Central Section, Fresno.
Marin—Nov. 21-23; Nov. 21, San Rafael; Nov. 22, 23, San Francisco, with Bay Section.
Mariposa—Nov. 21-23; Merced.
Mendocino—Oct. 23-25; Northern Section at Willits.
Merced—Nov. 21-23; Merced high school, Merced.
Modoc—Nov. 21-23; Alturas.
Monterey—Dec. 19-21; at Salinas.
Napa—Nov. 21-23; with Bay Section, San Francisco.
Nevada—Latter part of October; Nevada City.
Riverside—Dec. 19-21; Riverside.
Sacramento—Nov. 21-23; Sacramento.
San Benito—Dec. 19-21; at Salinas.
San Bernardino—Rural Elementary, Barstow, Sept. 16, 17; Rural Elementary, San Bernardino, Sept. 23, 24; Rural High, and San Bernardino city, Dec. 19-21; other districts not fixed.
San Diego—Dec. 19-21; San Diego.
San Francisco—Nov. 21-23; in San Francisco.
San Joaquin—Nov. 21-23; with Amador County, Stockton.
San Luis Obispo—Dec. 19-21; at Salinas.
San Mateo—Nov. 21-23; with Bay Section, San Francisco.
Santa Clara—Nov. 21-23; San Jose.
Santa Cruz—Dec. 19-21.
Shasta—Nov. 7-9; Redding.
Solano—Nov. 21-23; with Bay Section, San Francisco.
Sonoma—Nov. 21-23; with Bay Section, San Francisco.
Southern Section—Dec. 19-23.
Stanislaus—local, date not fixed.
Sutter—Nov. 21-23; with Sacramento County, Sacramento.
Tulare—Nov. 21-23; Visalia.
Tuolumne—Nov. 21-23; Sonora.
Yolo—local, date not set.
Yuba—Nov. 21-23; Marysville.

By Dates

Oct. 23-25 at Willits—Humboldt and Mendocino counties.
Nov. 7-9 at Redding—Shasta county.
Nov. 21 at San Rafael—Marin county.
Nov. 21-23 at Oakland—Alameda and Contra Costa counties.
 At Stockton—Amador, Calaveras and San Joaquin counties.
 At Sacramento—El Dorado, Sacramento and Sutter counties.
 At Fresno—Fresno, Kings, Madera counties.
 At Bakersfield—Kern county.
 At San Francisco—Lake, Napa, San Francisco, San Mateo, Solano, Sonoma counties. **Nov. 22-23**, Marin county.
 At Merced—Mariposa, Merced counties.
 At Alturas—Modoc county.
 At San Jose—Santa Clara county.
 At Visalia—Tulare county.
 At Sonora—Tuolumne county.
 At Marysville—Yuba county.
Dec. 19-21 at Salinas—Monterey, San Benito and San Luis Obispo counties.
 At Los Angeles—Los Angeles county.
 At Riverside—Riverside county.
 At San Bernardino—San Bernardino county.
Dec. 21-23 at El Centro—Imperial county.



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Smart suit with tuck-in blouse; a good-looking and inexpensive model.—Courtesy Singer Sewing Machine Co.

Carmel Mission

A Class Project

HAZEL M. TRIPP
Elementary Teacher
San Diego



The fourth grade built this model.

IF your budget doesn't permit extensive supplies, don't get discouraged. Discarded material can often be used in your activities to great advantage. The resourcefulness of the children is amazing.

My fourth grade wanted to build Carmel Mis-

sion. The committee had sad news, "There isn't enough material in the supply cupboard!" Lack of material did not dull their enthusiasm. Precious boxes that had been committed to the incinerator were rescued, and intensive search of waste baskets brought surprising results.

The frame of the mission was made from a cardboard box, 3 feet long, 18 inches wide and 2 feet high. Ice-cream boxes made the towers at the front. Red corrugated-paper that lined cooky-boxes made a fine roof. The windows, doors, crosses, and dome were cut from scraps of paper found in the waste basket under the paper-cutter.

When the mission was finished the class proudly displayed it as "built from material that was thrown away."

* * *

Mrs. Babcock reports for North Coast Section the **South Fork Union High School** teaching staff as 100% for 1933.

Vote Yes on No. 9

(Continued from Page 20)

What is the range in assessed valuation of property per pupil as among counties? Range in true valuation per pupil?

The range in assessed valuation per pupil is from \$4354 to \$26,737 in case of elementary schools and from \$7831 to \$61,501 in the case of high schools. The range in true valuation per pupil is from \$8994 to \$59,416 in case of elementary schools and from \$15,662 to \$136,669 in the case of high schools, see page 41 and table XIII.

How does this inequality in wealth affect the tax burden upon property?

It causes a great disparity in necessary property tax rates as between counties, see page 31 and table XIV.

Is there a need for greater state aid for schools?

Yes, schools are state institutions and increased state support will remove many of the present inequalities in school tax burdens and educational opportunities, see page 41.

Is there a need for equalization of school costs and opportunities by the state?

Yes, the state is the logical unit for the performance of such equalization, the need for which is shown by present inequalities, see page 34.

How will equalization of educational costs and opportunities reduce local taxes?

By transferring an amount now raised by local property taxes to the state to be raised from new sources of revenue, see page 34.

What will be the amount of actual property tax relief in each county?

The approximate property tax relief in each county is shown in table XIV, see page 34.

Do other states provide equalization funds for schools?

All states except fourteen, of which California is one, provides equalization funds for schools, see page 34.

Florence Hale's New Work



FLORENCE HALE, immediate past president of the National Education Association and for many years in Maine public school work, has resigned her state position there to become full-time editor of the **Grade Teacher**. This professional magazine, for classroom teachers of all grades, is widely used in California and throughout the nation. Sidney Morse is vice-president and general manager.

* * *

Harr Wagner Publishing Company has recently brought out,—(1) **Jeremiah**, by William M. Culp, a very good primer with many colored illustrations; (2) **Western Nature Science Series, Trails Today**, by Walling Corwin, Point Loma high school, San Diego, and (3) **Pioneer's Pathway**, by Mae Johnson Corwin, Phineas Banning high school, Los Angeles.

The Corwins have written a highly commendable series of elementary science texts of which these new volumes are part. **Western Nature Science Series** should come into general use in progressive schools.

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The Oval Drill Comes to Life

LETTY E. REED, *Primary Teacher, Piedmont Schools*

THE formal-writing period always seemed to me to be the dulllest period of the day. Stressing good-writing position, urging the use of arm-movement on children who found that their writing looked better when they used their fingers to guide their pencils, always seemed to me to be the most thankless task.

However, my own attitude may have something to do with it. Maybe I imposed my own adult standard of interest-in-occupation upon the children, judging their reactions to the lesson by my own.

I noticed that the oval drills, and the push-and-pull exercises (those seemingly necessary introductions to the development of arm-movement in writing) were not arousing the amount of enthusiasm nor co-operation which seemed to denote interest on the part of the children. Too many stopped making ovals (when I turned my back) to shove an elbow back onto a desk, or to point reluctant knuckles toward the ceiling.

If their urge to make ovals was as short-lived as that, constant supervision, constant policing were necessary to see that ovals were turned out in sufficient numbers to satisfy every my undemanding nature.

We Vitalize Our Work

Then one day we decided to make something out of ovals. We brought them to life! A big oval, and a little oval, arranged correctly, looked something like a cat. Especially after we had added ears and whiskers.

Immediately the cat-making experiment justified itself. Ennui disappeared. Practice became voluntary. The output of cats was almost more than the supply of paper could stand.

Cats gave way to rabbits, while the arm-movement increased in direct ratio to our attitudes and dispositions. When horses, ducks, elephants and purely synthetic creatures appeared, our industry was appalling. Oval and push-and-pull drills became the order of the day, while the thing the drills aimed at, an easy, rolling, habitual arm-movement, occurred without pain to anyone.

The muscle-rolling habit was getting the best of us; good-writing position became second



Here are some of our pets,—cats, bunnies, ponies, and birds,—all made in oval drill

nature and good-nature, too. As our writing positions improved, our animals improved, and nothing was too good for our animals.

Now and again, just for the looks of the thing, we practiced making letters, seeing if we could keep the same positions and use the arm-movement as easily. Naturally, after all that practice, we could.

* * *

Siskiyou County Resolutions

AT the recent Siskiyou County Teachers Institute resolutions were unanimously adopted, —expressing appreciation of county superintendent L. S. Newton;

Pointing out that the average salary of elementary and high school teachers in Siskiyou county is **one-third less than the state average** and deploring intimidation of teachers and repudiation of contracts;

Renewing endorsement of California Teachers Association, N. E. A., county institute and **strongly endorsing Amendment No. 9** (Tax Transfer Amendment).

The resolutions emphasized **the need for rural supervision** and request the county superintendent to extend rather than reduce the amount of rural supervision.

* * *

A Notable Unionization

FOUR more rural schools—making five in all—have come into the Willits union elementary set up, a junior high school established, and they were all ready to begin work this fall.

Three new, red buses transport pupils to both high school and elementary.

In the grammar school building there are six grades with seven teachers. The junior high is conducted in the high school building but of course as a separate school.



Roy Good has had charge of the work of unionization and equipment, so it has

been well planned. —Mrs. Annie R. Babcock, Willits.

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C. T. A. Placement Service

CALIFORNIA Teachers Association gives to its members placement services at nominal cost. Members wishing placement services should address **Earl G. Gridley**, 2163 Center Street, Berkeley; phone THornwall 5600; or **F. L. Thurston**, 307 California Reserve Building, Fourth and Spring Streets, Los Angeles; phone TRinity 1558.

* * *

School Debates on No. 9

WE have been informed that a high school in the San Joaquin Valley held an interesting debate on Amendment No. 9, the tax transfer amendment.

The high schools of California should find this a most fruitful subject through which a great deal of information concerning the subject could be passed on to the parents of the state.

* * *

At Tulare, **Mr. W. B. Knokey**, principal of Tulare union high school, has been elected to also hold the position of superintendent of schools, succeeding S. J. Brainerd, who has gone to the superintendency at Santa Clara. **Alice G. Mulcahy** was elected assistant superintendent and full-time supervisor.

In Memoriam

Mrs. Kate Horne Matthews, who as Kate Horne served for 6 years as Siskiyou County Superintendent of Schools, recently passed away at her home in Scott Valley.

Mrs. Jenny E. Hartley, pioneer school teacher of San Mateo county, recently passed away at her home in Redwood City. Mrs. Hartley and her husband (who for many years was San Mateo county superintendent of schools) taught for 40 years at Half Moon Bay, Redwood City, and San Mateo.

RELATED MATHEMATICS

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Tax Relief Amendment

(Continued from Page 16)

The three questions stated and answered above are vital questions from the standpoint of the California voter in considering the proposed Tax Relief Amendment. The questions which follow are given and answered briefly, not because they are in any way vital, but because they have been raised by the opponents of the proposed amendment in the hope of confusing voters as to the real issues involved in the measure:

1. Will the proposed measure increase the amount of money now provided for schools?

The answer to this question is emphatically **no**. It was the purpose of the sponsors of the proposed amendment to provide for the schools as well under the amendment as they are now provided for. Present constitutional and statutory provisions require the counties to raise slightly more than \$40 per child in average daily attendance in the elementary school, and slightly more than \$70 per child in average daily attendance in the high school. Present Constitutional provisions require the state to contribute \$30 per child in average daily attendance in the elementary school, and \$30 per child in the high school. The proposed amendment will place the present county obligation upon the state, with the result that the state will have to provide \$70 per child in the elementary school, and \$100 per child in the high school. If the entire present county obligation had not been included in the amendment, it would have been necessary for the school districts to make up the difference by means of taxes on real and personal property.

2. Was the movement for this amendment started by teachers?

The answer to this question is also **no**. The California Teachers Association, like the State Department of Education, was invited to advise with the groups sponsoring the amendment—the California Federated Farm Bureau, the California State Grange, and the other groups named at the beginning of this article. The groups sponsoring the amendment know well the im-

portance of the schools to the people of the state, and they wished to guard against unwittingly interfering with the opportunity of California children to get the education they need to have. For this reason they invited the education groups to advise with them on this measure.

3. Will the proposed amendment increase teachers salaries?

The answer to this question is also **no**. The state Constitution at present requires that all state school money and 60% of the county school money be spent for teachers salaries. This provision was never intended as a protection for teachers, but merely as a guarantee that every child in the state might have a reasonably well prepared teacher. The proposed amendment will reserve no more money for teachers salaries than does the constitution as it now stands. The expenditures for teachers salaries in this state during the school year 1931-1932 could have, under the proposed amendment, been reduced approximately \$35,000,000. As a matter of fact, neither the present constitutional provision respecting the use of money for teachers salaries, nor the provision contained in the proposed amendment is large enough to guarantee a minimum salary in any district.

4. Why are teachers generally in favor of the proposed amendment?

In the first place, the teachers of the state rank high in their percentage of home ownership. Their position on the amendment is that of any intelligent citizen who pays either real or personal property taxes.

Secondly, and probably more important, the teachers generally favor the proposed amendment because it will lead to a more equitable and fair distribution of taxes, and thus put the public finances of the state on a sounder basis than they are at present. Incidentally this will have the effect of strengthening the position of public education, just as it will all other public enterprises.

The teacher's position on the proposed Tax Relief Amendment is the position assumed by any other intelligent property-owner and citizen.

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Our Profession

(Continued from Page 10)

our public schools at a period when the world is suffering from economic ills.

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Childhood's interests are best maintained when we support our professional organizations.

Coming Events

October 8-9—C. T. A. Board of Directors meeting, **San Francisco**.

October 10-13—California School Superintendents Convention, Fairmont Hotel, **San Francisco**.

October 12—Columbus Day.

October 31—Hallowe'en; evening preceding Allhallows.

November 7-13—American Education Week. Observed in every school throughout the Nation.

November 8—General Election.

November 11—Armistice Day.

November 11-24—American Red Cross annual roll call, to enroll members for 1933.

November 24—Thanksgiving Day.

December—C. T. A. State Council of Education, semi-annual meeting, **Los Angeles**.

December 25—Christmas Sunday.

February 25-March 2—N. E. A. Department of Superintendence, 63d annual convention, **Minneapolis**.

July—N. E. A. Convention, **Chicago**.

* * *

A Golden Wedding Anniversary

ON Saturday night, September 17, at Sonoma, California, **Mr. and Mrs. G. P. Morgan** celebrated their fiftieth wedding anniversary.

Mr. Morgan is the dean of county superintendents in California. He is among those in the state who have had the greatest length of teaching experience. Notwithstanding the length of time he has been in school work he is a great, strong, stalwart fellow who is still giving to the State of California a splendid service.

Mr. Morgan was a member of the class of 1876 at the San Jose State Normal School. In 1888 he was elected county superintendent of schools of Tuolumne county and for 44 years has continuously supervised the educational work of that county which is so filled with the history and tradition of the pioneer days of the state. An account of his work appeared in *Sierra Educational News*, March, 1929.

A large number of Mr. Morgan's relatives, friends and neighbors helped him and Mrs. Morgan commemorate the eventful day of September 17, 1882.

Sierra Educational News joins with his thousands of friends in California in wishing these people who have traveled so many years together continued strength, happiness and service.—Roy W. Cloud.

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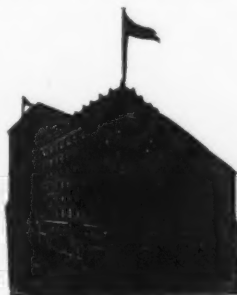
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Children's gums need stimulation to keep them healthy

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Children's soft foods rob the gums of stimulation.

THANKS to America's teachers, children all over the country are learning the value of hard and healthy gums. For, along with the practice of tooth-brushing, massage of the gums is now being urged as an essential to permanent oral health.

Teachers tell us how quickly children sense the importance of this new regime—and how beneficial it has already proved.

These educators well deserve the praise given them by the dental profession. For, through their unselfish efforts, the future citizens of America will enjoy lasting health of the teeth and gums!

The delicious, tender foods of today that require little chewing are the real cause of "touchy,"

infirm gums. The gums grow weak and flabby. They bleed easily. And this is Nature's warning of the approach of more serious trouble such as gingivitis, Vincent's disease, even the dread but rare pyorrhea. Gums need regular stimulating massage to ward off "pink tooth brush."

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Dentists approve twice-a-day massage for soft and bleeding gums. It speeds up flagging circulation, tones and strengthens the gum walls—defeats the disorders that threaten even the soundest teeth.

Consider, then, the tremendous good you do in teaching

children to massage their gums each time they clean their teeth. For, as dentists say, men and women who reach adult life with firm, healthy gums are almost certain to *keep* them so.

Ipana Tooth Paste is a fine dentifrice to use in teaching children gum massage. Dentists recommend it for toning the gums and cleansing the teeth. And children like its refreshing flavor.

Ipana's ziratol content makes it a specific for tender, bleeding gums. Try it yourself, if your tooth brush occasionally "shows pink." But Ipana or no, you can spread the doctrine of better teeth and gums by teaching children the habit of gum massage.

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